Ministry of Education

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The Ontario Curriculum
Grades 11 and 12

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INTRODUCTION

This document replaces *The Ontario Curriculum, Grades 11 and 12: English, 2000*. Beginning in September 2007, all English courses for Grades 11 and 12 will be based on the expectations outlined in this document.

SECONDARY SCHOOLS FOR THE TWENTY-FIRST CENTURY

The goal of Ontario secondary schools is to support high-quality learning while giving individual students the opportunity to choose programs that suit their skills and interests. The updated Ontario curriculum, in combination with a broader range of learning options outside traditional classroom instruction, will enable students to better customize their high school education and improve their prospects for success in school and in life.

THE IMPORTANCE OF LITERACY, LANGUAGE, AND THE ENGLISH CURRICULUM

> *Literacy is about more than reading or writing – it is about how we communicate in society. It is about social practices and relationships, about knowledge, language and culture.*
>
> *Those who use literacy take it for granted – but those who cannot use it are excluded from much communication in today's world. Indeed, it is the excluded who can best appreciate the notion of "literacy as freedom".*
>
> UNESCO, Statement for the United Nations Literacy Decade, 2003–2012

Literacy development is a communal project, and the teaching of literacy skills is embedded across the Ontario curriculum. However, it is the English curriculum that is dedicated to developing the knowledge and skills on which literacy is based – that is, knowledge and skills in the areas of listening and speaking, reading, writing, and viewing and representing.

Language development is central to students' intellectual, social, cultural, and emotional growth and must be seen as a key component of the curriculum. When students learn to use language, they do more than master the basic skills. They learn to value the power of language and to use it responsibly. They learn to express feelings and opinions and to support their opinions with sound arguments and evidence from research. They become aware of the many purposes for which language is used and the diverse forms it can take to serve particular purposes and audiences. They learn to use the formal language appropriate for debates and essays, the narrative language of stories and novels, the figurative language of poetry, the technical language of instructions and manuals. They develop an awareness of how language is used in different formal and informal situations. They come to understand that language is an important medium for communicating ideas and information, expressing world views, and realizing and communicating artistic vision. Students learn that language can be not only used as a tool but also appreciated and enjoyed.

Language is the basis for thinking, communicating, learning, and viewing the world. Students need language skills in order to comprehend ideas and information, to interact socially, to inquire into areas of interest and study, and to express themselves clearly and demonstrate their learning. Learning to communicate with clarity and precision will help students to thrive in the world beyond school.

Language is a fundamental element of identity and culture. As students read and reflect on a rich variety of literary, informational, and media texts,[1] they develop a deeper understanding of themselves and others and of the world around them. If they see themselves and others in the texts they study, they will be more engaged in learning and they will also come to appreciate the nature and value of a diverse, multicultural society. They will develop the ability to understand and critically interpret a range of texts and to recognize that a text conveys one particular perspective among many.

Language skills are developed across the curriculum and, cumulatively, through the grades. Students use and develop important language skills as they read and think about topics, themes, and issues in various subject areas. Language facility helps students to learn in all subject areas, and using language for a broad range of purposes increases both their ability to communicate with precision and their understanding of how language works. Students develop flexibility and proficiency in their understanding and use of language over time. As they move through the secondary school program, they are required to use language with ever-increasing accuracy and fluency in an expanding range of situations. They are also expected to assume responsibility for their own learning and to apply their language skills in more challenging and complex ways.

PRINCIPLES UNDERLYING THE ENGLISH CURRICULUM

The English curriculum is based on the belief that language learning is critical to responsible and productive citizenship, and that all students can become successful language learners. The curriculum is designed to provide students with the knowledge and skills that they need to achieve this goal. It aims to help students become successful language learners.

Successful language learners:

- understand that language learning is a necessary, life-enhancing, reflective process;
- communicate – that is, read, listen, view, speak, write, and represent – effectively and with confidence;
- make meaningful connections between themselves, what they encounter in texts, and the world around them;
- think critically;
- understand that all texts advance a particular point of view that must be recognized, questioned, assessed, and evaluated;
- appreciate the cultural impact and aesthetic power of texts;
- use language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens.

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[1] The word *text* is used in this document in its broadest sense, as a means of communication that uses words, graphics, sounds, and/or images to convey information and ideas to an audience.

The English curriculum takes into account that students in Ontario come from a wide variety of backgrounds and that every student has a unique set of perspectives, strengths, and needs. Instructional strategies and resources that recognize and reflect the diversity in the classroom and that suit individual strengths and needs are therefore critical to student success. Reading activities should expose students to materials that reflect the diversity of Canadian and world cultures, including those of Aboriginal peoples. Students also need to become familiar with the works of recognized writers from their own and earlier eras. By reading a wide range of materials and being challenged by what they read, students become receptive to new and widely varying ideas and perspectives, and develop their ability to think independently and critically.

Research has shown that when students are given opportunities to choose what they read and what they write about, they are more likely to discover and pursue their own interests. In keeping with this finding, the curriculum requires that students select some of the texts they read and decide on the topic, purpose, and audience for some of the works they produce.

Research has also shown that effective readers and writers unconsciously apply a range of skills and strategies as they read and write. By identifying and explicitly teaching these skills and strategies, teachers enable all students to become effective communicators. The English curriculum focuses on comprehension strategies for listening, viewing, and reading; on the most effective reading and writing processes; on skills and techniques for effective oral and written communication and for the creation of effective media texts; and on the language conventions needed for clear and coherent communication. In addition, it emphasizes the use of higher-level thinking skills, including critical literacy skills, to enable students to understand, appreciate, and evaluate what they read and view at a deeper level, and to help them become reflective, critical, and independent learners.

In implementing this curriculum, teachers will help students to see that language skills are lifelong learning skills that will enable them to better understand themselves and others, unlock their potential as human beings, find fulfilling careers, and become responsible world citizens.

ROLES AND RESPONSIBILITIES IN ENGLISH PROGRAMS

Students

Students have many responsibilities with regard to their learning. Students who make the effort required to succeed in school and who are able to apply themselves will soon discover that there is a direct relationship between this effort and their achievement, and will therefore be more motivated to work. There will be some students, however, who will find it more difficult to take responsibility for their learning because of special challenges they face. The attention, patience, and encouragement of teachers can be extremely important to these students' success. However, taking responsibility for their own progress and learning is an important part of education for all students, regardless of their circumstances.

Mastering the concepts and skills connected with the language curriculum requires work, study, and the development of cooperative skills. In addition, students who actively pursue opportunities outside the classroom will extend and enrich their understanding of the communication process. Their understanding and skills will grow as they explore their world and engage in activities, for their own purposes, that involve reading, writing, speaking, listening, viewing, and representing. Students develop their literacy skills when they seek out recreational reading materials and multimedia works that relate to their personal interests and to other subject areas, and when they engage in conversation with parents, peers, and teachers about what they are reading, writing, viewing, representing, and thinking in their daily lives.

Parents

Parents[2] have an important role to play in supporting student learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the curriculum, parents can determine what is being taught in the courses their daughters and sons are taking and what they are expected to learn. This awareness will enhance parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress. Knowledge of the expectations in the various courses will also help parents to interpret teachers' comments on student progress and to work with teachers to improve their children's learning.

Effective ways in which parents can support their children's learning include attending parent-teacher interviews, participating in parent workshops and school council activities (including becoming a school council member), and encouraging their children to complete their assignments at home.

In addition to supporting regular school activities, parents may wish to encourage their sons and daughters to take an active interest in using language for meaningful purposes as a regular part of their activities outside school. They might encourage them to read every day; take out a library membership; join a book club, a computer club, a camera club, or a community group; or subscribe to an age-appropriate magazine. They might also initiate conversations at home about what their daughters and sons are reading.

Teachers

Teachers and students have complementary responsibilities. Teachers develop appropriate instructional strategies to help students achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing different student needs and ensuring sound learning opportunities for every student.

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop the literacy and language skills that will allow them to participate more effectively in their communities as responsible and active citizens. The study of literature and the media provides students with an awareness and appreciation of the culture that surrounds, challenges, and nourishes them.

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[2] The word *parents* is used in this document to refer to parent(s) and guardian(s).

Principals

The principal works in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. To support student learning, principals ensure that the Ontario curriculum is being properly implemented in all classrooms using a variety of instructional approaches. They also ensure that appropriate resources are made available for teachers and students. To enhance teaching and learning in all subjects, including English, principals promote learning teams and work with teachers to facilitate their participation in professional development activities. Principals are also responsible for ensuring that every student who has an Individual Education Plan (IEP) is receiving the modifications and/or accommodations described in his or her plan – in other words, for ensuring that the IEP is properly developed, implemented, and monitored.

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THE PROGRAM IN ENGLISH

OVERVIEW OF THE PROGRAM

The English program in Grades 9 to 12 includes *compulsory courses* and *optional courses.*

The compulsory courses emphasize strong core competencies in oral communication, reading and literature studies, writing, and media studies. As part of their program in Grades 11 and 12, students must take one compulsory course in English in each grade. They may choose their compulsory courses from three types of courses in Grades 11 and 12: university preparation, college preparation, and workplace preparation.

Optional courses provide students with opportunities to explore individual interests and to deepen or extend some of the knowledge and skills acquired in the compulsory courses. Optional courses may be taken to fulfil optional credit requirements or the Group 1 additional compulsory credit requirement for the Ontario Secondary School Diploma (OSSD). An optional course may also be used, at the principal's discretion, as a substitution for a compulsory credit required in English. Four types of optional courses are offered: university preparation, university/college preparation, college preparation, and open.

Students choose between course types on the basis of their interests, achievement, and postsecondary goals. The course types offered in Grades 11 and 12 are defined as follows:

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

College preparation courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to specific apprenticeship or other training programs.

Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to many apprenticeship or other training programs.

Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

The Literacy Requirement for the OSSD. All students must meet a literacy requirement in order to graduate. The standard way of meeting the requirement is to write and pass the Ontario Secondary School Literary Test (OSSLT), normally in Grade 10. Students who do not pass the OSSLT on the first attempt may meet the literacy requirement either by rewriting and passing the test or by successfully completing the Ontario Secondary School Literacy Course (OSSLC), normally in Grade 12. *The credit earned for this course may be used to meet the Grade 11 or Grade 12 compulsory credit requirement in English.*

Courses in English, Grades 11 and 12

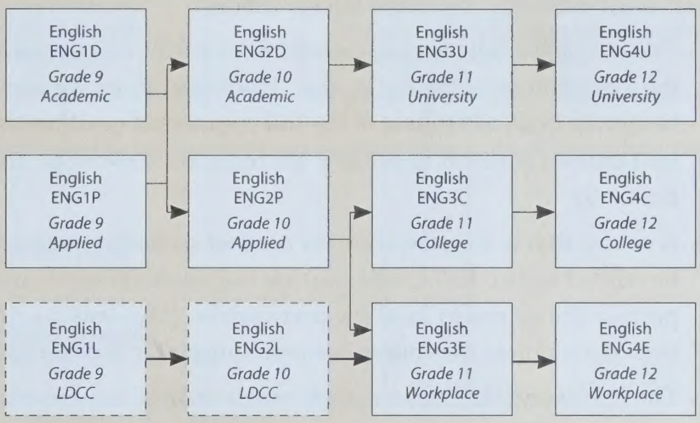
Grade	Course Name	Course Type	Course Code	Prerequisite
Compulsory Courses				
11	English*	University	ENG3U	Grade 10 English, Academic
11	English*	College	ENG3C	Grade 10 English, Applied
11	English*	Workplace	ENG3E	Grade 10 English, Applied
12	English	University	ENG4U	Grade 11 English, University
12	English	College	ENG4C	Grade 11 English, College
12	English	Workplace	ENG4E	Grade 11 English, Workplace
Note: Each of the courses listed above is worth one credit. * Credit earned for the Grade 11 Native studies course English: Contemporary Aboriginal Voices (University, College, or Workplace Preparation) may be used to meet the Grade 11 English compulsory credit requirement.				
Optional Courses				
11	Canadian Literature	University/ College	ETC3M	Grade 10 English, Academic or Applied
11	Media Studies	Open	EMS3O	Grade 10 English, Academic or Applied
11	Presentation and Speaking Skills	Open	EPS3O	Grade 10 English, Academic or Applied
12	Studies in Literature	University	ETS4U	Grade 11 English, University
12	The Writer's Craft	University	EWC4U	Grade 11 English, University
12	Studies in Literature	College	ETS4C	Grade 11 English, College
12	The Writer's Craft	College	EWC4C	Grade 11 English, College
12	Business and Technological Communication	Open	EBT4O	Grade 11 English, University, College, or Workplace

Note: Each of the courses listed above is worth one credit.

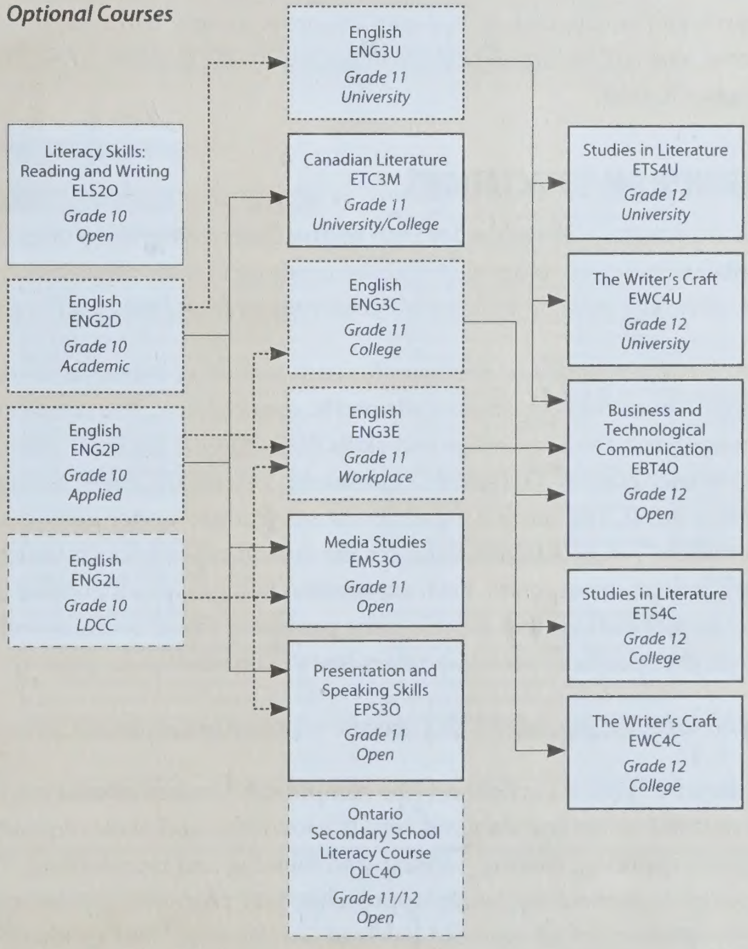
Prerequisite Charts for English, Grades 9–12

These charts map out all the courses in the discipline and show the links between courses and the possible prerequisites for them. The they do not attempt to depict all possible movements from course to course.

Compulsory Courses


English ENG1D Grade 9 Academic
English ENG2D Grade 10 Academic
English ENG3U Grade 11 University
English ENG4U Grade 12 University
English ENG1P Grade 9 Applied
English ENG2P Grade 10 Applied
English ENG3C Grade 11 College
English ENG4C Grade 12 College
English ENG1L Grade 9 LDCC
English ENG2L Grade 10 LDCC
English ENG3E Grade 11 Workplace
English ENG4E Grade 12 Workplace

Optional Courses


English ENG3U Grade 11 University
Literacy Skills: Reading and Writing ELS2O Grade 10 Open
Canadian Literature ETC3M Grade 11 University/College
Studies in Literature ETS4U Grade 12 University
English ENG2D Grade 10 Academic
English ENG3C Grade 11 College
The Writer's Craft EWC4U Grade 12 University
English ENG2P Grade 10 Applied
English ENG3E Grade 11 Workplace
Business and Technological Communication EBT4O Grade 12 Open
English ENG2L Grade 10 LDCC
Media Studies EMS3O Grade 11 Open
Studies in Literature ETS4C Grade 12 College
Presentation and Speaking Skills EPS3O Grade 11 Open
The Writer's Craft EWC4C Grade 12 College
Ontario Secondary School Literacy Course OLC4O Grade 11/12 Open

Note: Dotted lines represent compulsory courses. Dashed lines represent courses that are not outlined in this document.

Half-Credit Courses

The courses outlined in the Grade 9–12 English curriculum documents are designed as full-credit courses. However, *with the exception of Grade 12 university preparation and university/college preparation courses,* they may also be delivered as half-credit courses.

Half-credit courses, which require a minimum of fifty-five hours of scheduled instructional time, must adhere to the following conditions:

- The two half-credit courses created from a full course must together contain all of the expectations of the full course. The expectations for each half-credit course must be drawn from all strands of the full course and must be divided in a manner that best enables students to achieve the required knowledge and skills in the allotted time.
- A course that is a prerequisite for another course in the secondary curriculum may be offered as two half-credit courses, but students must successfully complete both parts of the course to fulfil the prerequisite. (Students are not required to complete both parts unless the course is a prerequisite for another course they wish to take.)
- The title of each half-credit course must include the designation *Part 1* or *Part 2*. A half credit (0.5) will be recorded in the credit-value column of both the report card and the Ontario Student Transcript.

Boards will ensure that all half-credit courses comply with the conditions described above, and will report all half-credit courses to the ministry annually in the School October Report.

CURRICULUM EXPECTATIONS

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

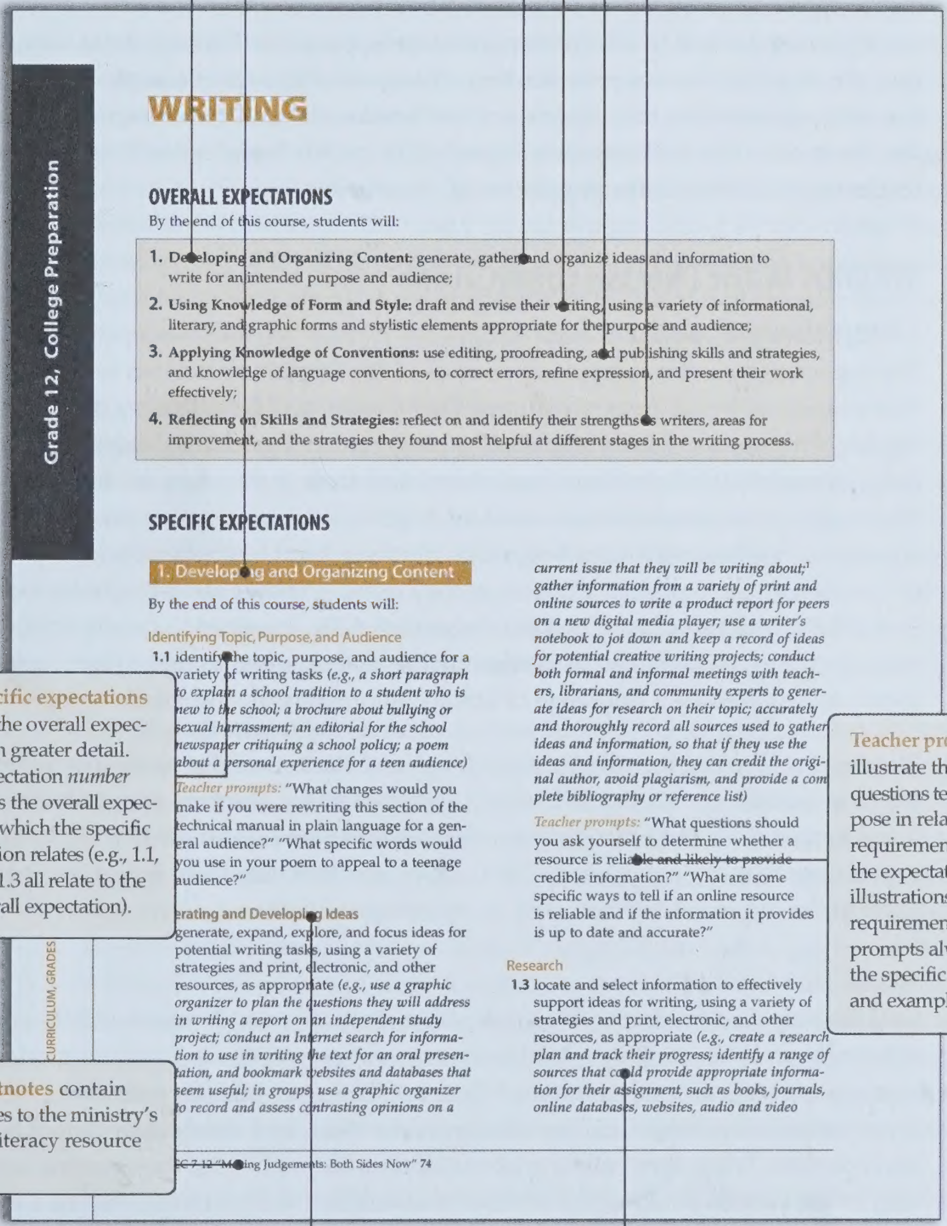
Two sets of expectations are listed for each strand (or broad curriculum area) of every course – overall expectations and specific expectations. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The *specific expectations* describe the expected knowledge and skills in greater detail. The specific expectations are grouped under numbered headings, or "sub-organizers", each of which indicates the overall expectation to which the group of specific expectations corresponds. Each expectation in a group is identified by an "expectation tag" (a subheading) that describes the particular aspect of the overall expectation to which the specific expectation refers (see the illustration on page 11).

Taken together, the overall and specific expectations represent the mandated curriculum.

In the core English curriculum (the compulsory courses offered in every grade), the *overall expectations* outline standard sets of knowledge and skills required for effective listening and speaking, reading, writing, and viewing and representing. They encompass the types of understanding, skills, approaches, and processes that are applied by effective communicators of all ages and levels of development, and are therefore described in constant terms from grade to grade. The English curriculum focuses on developing the depth and level of sophistication of students' knowledge and skills associated with each of these

A **numbered heading**, or **sub-organizer**, introduces each overall expectation. The same heading is used to identify the group of specific expectations that relate to the particular overall expectation. For example, the sub-organizer *1. Developing and Organizing Content* introduces a list of six specific expectations that all relate to the first overall expectation.

The **overall expectations** describe in general terms the knowledge and skills students are expected to demonstrate by the end of each course. In the compulsory English courses, they outline a standard set of knowledge and skills needed for effective performance in each of the strands – Oral Communication, Reading and Literature Studies, Writing, and Media Studies. The overall expectations in the core English curriculum are therefore the same for the same strand in every course.



Grade 12, College Preparation

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of this course, students will:

Identifying Topic, Purpose, and Audience

1.1 identify the topic, purpose, and audience for a variety of writing tasks (*e.g., a short paragraph to explain a school tradition to a student who is new to the school; a brochure about bullying or sexual harrassment; an editorial for the school newspaper critiquing a school policy; a poem about a personal experience for a teen audience*)

Teacher prompts: "What changes would you make if you were rewriting this section of the technical manual in plain language for a general audience?" "What specific words would you use in your poem to appeal to a teenage audience?"

erating and Developing Ideas

generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate (*e.g., use a graphic organizer to plan the questions they will address in writing a report on an independent study project; conduct an Internet search for information to use in writing the text for an oral presentation, and bookmark websites and databases that seem useful; in groups, use a graphic organizer to record and assess contrasting opinions on a current issue that they will be writing about;*[1] *gather information from a variety of print and online sources to write a product report for peers on a new digital media player; use a writer's notebook to jot down and keep a record of ideas for potential creative writing projects; conduct both formal and informal meetings with teachers, librarians, and community experts to generate ideas for research on their topic; accurately and thoroughly record all sources used to gather ideas and information, so that if they use the ideas and information, they can credit the original author, avoid plagiarism, and provide a complete bibliography or reference list*)

Teacher prompts: "What questions should you ask yourself to determine whether a resource is reliable and likely to provide credible information?" "What are some specific ways to tell if an online resource is reliable and if the information it provides is up to date and accurate?"

Research

1.3 locate and select information to effectively support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate (*e.g., create a research plan and track their progress; identify a range of sources that could provide appropriate information for their assignment, such as books, journals, online databases, websites, audio and video*

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CURRICULUM, GRADES

The **specific expectations** explain the overall expectations in greater detail. The expectation *number* identifies the overall expectation to which the specific expectation relates (e.g., 1.1, 1.2, and 1.3 all relate to the first overall expectation).

The **footnotes** contain references to the ministry's Think Literacy resource guides.

Teacher prompts illustrate the kinds of questions teachers might pose in relation to the requirement specified in the expectation. They are illustrations only, not requirements. Teacher prompts always follow the specific expectation and examples.

Expectation tags are subheadings that identify the particular aspect of the overall expectation that the specific expectation addresses.

The **examples** help to clarify the requirement specified in the expectation and to suggest its intended depth and level of complexity. They are illustrations only, not requirements. Examples are italicized.

key overall expectations by increasing the complexity of the texts they work with and the tasks they perform over time.

The *specific expectations* reflect this progression in knowledge and skills from grade to grade, and also indicate differences between course types, through a combination of the following: (1) the wording of the expectation itself, (2) the examples that are given in parentheses in the expectation, and/or (3) the teacher prompts that may follow the expectation. The examples and teacher prompts help to clarify the requirements specified in the expectations and suggest the intended depth and level of complexity of the expectations. They have been developed to model appropriate practice for the particular grade and course type and are meant to serve as illustrations for teachers. Teachers can choose to use the examples and teacher prompts that are appropriate for their classrooms, or they may develop their own approaches that reflect a similar level of complexity. Whatever the specific ways in which the requirements outlined in the expectations are implemented in the classroom, they must, wherever possible, be inclusive and reflect the diversity of the student population and the population of the province.

STRANDS IN THE ENGLISH CURRICULUM

Compulsory Courses

The expectations in the compulsory courses of the English curriculum are organized in four strands, or broad areas of learning: Oral Communication, Reading and Literature Studies, Writing, and Media Studies. The program in all grades is designed to develop a range of essential skills in these four interrelated areas, built on a solid foundation of knowledge of the conventions of standard English and incorporating the use of analytical, critical, and metacognitive thinking skills. Students learn best when they are encouraged to consciously monitor their thinking as they learn, and each strand includes expectations that call for such reflection. The knowledge and skills described in the expectations in the four strands of the language curriculum will enable students to understand, respond to, create, and appreciate a full range of literary, informational, and media texts.

The areas of learning are closely interrelated, and the knowledge and skills described in the four strands are interdependent and complementary. Teachers plan activities that blend expectations from the four strands in order to provide students with the kinds of experiences that promote meaningful learning and that help them recognize how literacy skills in the four areas reinforce and strengthen one another.

Oral Communication

Oral language is a fundamental means of communication with others and the cornerstone of learning in all areas. Through talk, students not only communicate information but also explore and come to understand ideas and concepts; identify and solve problems; organize their experience and knowledge; and express and clarify their thoughts, feelings, and opinions. When they converse about information and ideas, they become aware not only of the various perspectives of other speakers and writers but also of the language structures and conventions they use. As students work towards achieving the expectations for this strand, they will improve their ability to explore and communicate ideas in both classroom and formal speaking situations.

To develop their oral communication skills, students need numerous opportunities to listen and to talk about a range of subjects, including personal interests, cultural knowledge, school work, and current affairs. The language program should provide opportunities for students to engage in various thought-provoking oral activities in connection with expectations in all the strands – for example, brainstorming to identify what they know about the topic of a new text they are about to read, discussing strategies for solving a problem in a writing assignment, presenting and defending ideas or debating issues, and offering informal critiques of work produced by their peers.

Listening and speaking are essential skills for social interaction at home, at school, and in the community. In order for all students to benefit from the opportunities provided in the classroom for listening and speaking, differences in the norms and conventions associated with oral communication in different cultures must be taken into account. In addition, for some students, the notion that learning involves talk is unfamiliar, and talk that supports learning must be explicitly taught and modelled. All students can benefit from opportunities to improve their listening and response skills and to refine their ideas and their ability to express them. The Oral Communication strand focuses on the identification and development of the skills and strategies effective listeners and speakers use to understand and interact with others. It also emphasizes the use of higher-order thinking skills to stimulate students' interest and engage them in their own learning.

Reading and Literature Studies

Although many students entering the Grade 9 English program are fluent, independent readers, some may need additional support to develop their reading skills and to monitor their own progress. In addition, all students need instruction to cope with the more challenging reading demands of the secondary school curriculum, which requires students to consider increasingly abstract concepts and to use language structures that are more complex and vocabulary that is more specialized than in earlier grades. The English program will help students learn to read efficiently and to absorb information quickly.

The English curriculum focuses on developing the knowledge and skills that will enable students to become effective readers. An effective reader is one who not only grasps the ideas communicated in a text but is able to apply them in new contexts. To do this, the reader must be able to think clearly, creatively, and critically about the ideas and information encountered in texts in order to understand, analyse, and absorb them and to recognize their relevance in other contexts. Students can develop the skills necessary to become effective readers by applying a range of comprehension strategies as they read and by reading a wide variety of texts. It is also important that they read a range of materials that illustrate the many uses of writing. By reading widely, students will develop a richer vocabulary and become more attuned to the conventions of written language. Reading various kinds of texts in all areas of the curriculum will also help students to discover what interests them most and to pursue and develop their interests and abilities.

Reading is a complex process that involves the application of various strategies before, during, and after reading. For example, before reading, students might prepare by identifying the purpose of the reading activity and by activating their prior knowledge about the topic of the text. Teachers help build the necessary background knowledge for students whose life experiences may not have provided them with the information they need to understand the text. During reading, students may use "cueing systems" – that is, clues from context or from their understanding of language structures and/or letter-sound relationships – to help them solve unfamiliar words, and comprehension strategies to help them make meaning of the text. Comprehension strategies include predicting, visualizing, questioning, drawing inferences, identifying main ideas, summarizing, and monitoring and revising comprehension. After reading, students may analyse, synthesize, make connections, evaluate, and use other critical and creative thinking skills to achieve a deeper understanding of the material they have read. It is important to note that although the specific expectations for each grade may focus on particular strategies that emphasize grade-appropriate skills, they do not impose a restriction on the range of strategies students will apply in that grade. Teachers must use their professional judgement in deciding which comprehension strategies to model and teach, based on the identified learning needs of the students in their classrooms and on the nature of the particular texts students are reading.

Fluent, independent readers read frequently for a variety of different purposes – to locate information, to satisfy curiosity, for enjoyment, to build vocabulary, for research, and for various more specifically defined purposes. The purpose for reading will be determined by the teacher in some cases and by the student in others. The reading program should include a wide variety of literary, informational, and graphic texts that engage students' interest and imagination – for example, novels; poetry; myths, fables, and folk tales; short stories; textbooks and books on topics in science, history, mathematics, geography, and other subjects; biographies, autobiographies, memoirs, and journals; plays and radio, film, or television scripts; encyclopaedia entries; graphs, charts, and diagrams in textbooks or magazine articles; instructions and manuals; graphic novels, comic books, and cartoons; newspaper articles and editorials; databases and websites; and essays and reports. Teachers routinely provide materials that reflect the diversity of Canadian and world cultures, including the cultures of Aboriginal peoples. Within each course and from one grade to another, students should be assigned texts of increasing complexity as they develop their reading skills, and should also have many opportunities to select their own reading materials. Frequent exposure to good writing will inspire students to work towards high standards in their own writing and will help them develop an appreciation for the power and beauty of the written word.

The study of literature is central in the secondary English curriculum; it offers students opportunities to expand their intellectual horizons and to extend and strengthen their literacy skills. As a creative representation of life and experience, literature raises important questions about the human condition, now and in the past. As students increase their knowledge of accomplished writers and literary works, and vicariously experience times, events, cultures, and values different from their own, they deepen their understanding of the many dimensions of human thought and human experience.

All students, regardless of their postsecondary plans, need to read a balance of exemplary literary, informational, and graphic texts that nourish the imagination, promote intellectual growth, contribute to a sense of aesthetic appreciation, and provide a broad range of language models for their own writing. They should be exposed to literary works drawn from many genres, historical periods, and cultures, by both female and male writers, that represent a wide range of perspectives and reflect the diversity of Canada and the world.

This strand helps students learn to read with understanding, to read critically, to become familiar with various text forms and their characteristic elements, and to recognize the function and effects of various text features and stylistic devices. It helps students understand that reading is a process of constructing meaning and equips them with the strategies that good readers use to understand and appreciate what they read.

Writing

> *Writing … provides students with powerful opportunities to learn about themselves and their connections to the world. Through writing, students organize their thoughts, remember important information, solve problems, reflect on a widening range of perspectives, and learn how to communicate effectively for specific purposes and audiences. They find their voice and have opportunities to explore other voices. By putting their thoughts into words and supporting the words with visual images in a range of media, students acquire knowledge and deepen their understanding of the content in all school subjects.*
>
> Ministry of Education, *Literacy for Learning, 2004,* p. 79

A central goal of the Writing strand is to promote students' growth as confident writers and researchers who can communicate competently using a range of forms and styles to suit specific purposes and audiences and correctly applying the conventions of language – grammar, usage, spelling, and punctuation. These conventions are best learned in the context of meaningful and creative writing activities that allow students to develop the ability to think and write clearly and effectively.

Writing, from initial musings to final publication, is a complex process that involves a range of complementary thinking and composing skills, as well as other language processes, including reading, speaking, and listening. As writers compose, they consider their audience; make decisions about form, style, and organization; and apply their knowledge of language use. To develop these competencies, students need a supportive classroom environment, with opportunities to extend and refine their skills in using the writing process and doing research. At the secondary level, teachers continue to teach and model effective strategies and skills, as well as provide appropriate scaffolding for students who are building skills and working towards independence. Students need opportunities to apply these skills and to write daily, in many forms and genres, for a variety of purposes and audiences, and within different time constraints. The forms and genres explored may include essays, reports, short stories, poetry, scripts, journals, letters, biographies, children's stories, articles, reviews, précis, explanations, instructions, notes, procedures, résumés, and advertisements. Because postsecondary institutions and employers require clear, well-organized writing, on demand and within strict timelines, students also need to learn and practise strategies for writing effectively and correctly in the context of in-class writing assignments and test situations.

Students benefit from opportunities to produce writing that is interesting and original and that reflects their capacity for independent critical thought. Writing activities that students find meaningful and that challenge them to think creatively about topics and concerns that interest them will lead to a fuller and more lasting command of the essential skills of writing.

The overall expectations in this strand focus on the elements of effective writing (ideas/content, organization, voice, word choice, sentence fluency, language conventions, and presentation) and on the stages of the recursive writing process (planning for writing, drafting, revising, editing and proofreading, and publishing). In the specific expectations, the examples and teacher prompts refer to writing forms and language conventions that are appropriate for instruction in the given course. The forms and conventions noted are not, however, the only ones that may be taught in the course, nor are they exclusive to the course. Teachers will continue to make professional decisions about which writing forms and language conventions they will cover in every course, based on the identified learning needs of the students in their classrooms.

Media Studies

Media Studies focuses on the art, meaning, and messaging of various forms of media texts. Media texts can be understood to include any work, object, or event that communicates meaning to an audience. Most media texts use words, graphics, sounds, and/or images, in print, oral, visual, or electronic form, to communicate information and ideas to their audience. Whereas traditional English language study may be seen to focus primarily on the understanding of the word, media studies focuses on the construction of meaning through the combination of several media "languages" – images, sounds, graphics, and words.

Media Studies explores the impact and influence of mass media and popular culture by examining texts such as films, songs, video games, action figures, advertisements, CD covers, clothing, billboards, television shows, magazines, newspapers, photographs, and websites.[3] These texts abound in our electronic information age, and the messages they convey, both overt and implied, can have a significant influence on students' lives. For this reason, critical thinking as it applies to media products and messages assumes a special significance. Understanding how media texts are constructed and why they are produced enables students to respond to them intelligently and responsibly. Students must be able to differentiate between fact and opinion; evaluate the credibility of sources; recognize bias; be attuned to discriminatory portrayals of individuals and groups, such as religious or sexual minorities, people with disabilities, or seniors; and question depictions of violence and crime.

Students' repertoire of communication skills should include the ability to critically interpret the messages they receive through the various media and to use these media to communicate their own ideas effectively as well. Skills related to high-tech media such as the Internet, film, and television are particularly important because of the power and pervasive influence these media wield in our lives and in society. Becoming conversant with these and other media can greatly expand the range of information sources available to students, and enhance potential career opportunities in the communication and entertainment industries.

To develop their media literacy skills, students should have opportunities to view, analyse, and discuss a wide variety of media texts and relate them to their own experience. They should also have opportunities to use available technologies to create media texts of different types (e.g., computer graphics, cartoons, graphic designs and layouts, radio plays, short videos, web pages).

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[3] Teachers should make students aware that images, print materials, music, or video clips used in connection with tasks and assignments may be subject to copyright, and the appropriate releases should be obtained prior to use. This applies to items downloaded from the Internet as well.

This strand focuses on helping students develop the skills required to understand, create, and critically interpret media texts. It examines how images (both moving and still), sound, and words are used, independently and in combination, to create meaning. It explores the use and significance of particular conventions and techniques in the media and considers the roles of the viewer and the producer in constructing meaning in media texts. Students apply the knowledge and skills gained through analysis of media texts as they create their own texts.

In the specific expectations in this strand, the examples and teacher prompts refer to media forms and conventions that are appropriate for instruction in the given course. These are not, however, the only forms and conventions that students may explore in the course, nor are they exclusive to the course. Teachers will continue to use their professional judgement to decide on the forms and conventions students will study in every course, based on the identified learning needs of the students in their classrooms.

Optional Courses

The optional courses in the Grade 11–12 English program provide students with language knowledge and skills in oral communication, reading and literature studies, writing, and media studies, as do the compulsory courses. However, each of the optional courses has a thematic or specialized focus. The expectations in these courses are therefore clustered in strands that reflect the emphasis of each particular course. Several of the optional courses present expectations in a single strand. The strands in each of the optional courses are identified on the opening page of the course.

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

BASIC CONSIDERATIONS

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart on pages 24–25;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;

- are fair to all students;
- accommodate the needs of students with special education needs, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction (English or French);
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the course or the school term and at other appropriate points throughout the school year.

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment (e.g., through direct observation) but not necessarily evaluated.

The characteristics given in the achievement chart (pages 24–25) for level 3 represent the "provincial standard" for achievement of the expectations in a course. A complete picture of overall achievement at level 3 in a course in English can be constructed by reading from top to bottom in the shaded column of the achievement chart, headed "70–79% (Level 3)". Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent courses.

Level 1 identifies achievement that falls much below the provincial standard, while still reflecting a passing grade. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular course. It indicates that the student has achieved all or almost all of the expectations for that course, and that he or she demonstrates the ability to use the specified knowledge and skills in more sophisticated ways than a student achieving at level 3.

THE ACHIEVEMENT CHART FOR ENGLISH

The achievement chart that follows identifies four categories of knowledge and skills in English. The achievement chart is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time.

The purpose of the achievement chart is to:

- provide a common framework that encompasses all curriculum expectations for all courses outlined in this document;
- guide the development of quality assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- assist teachers in providing meaningful feedback to students;
- provide various categories and criteria with which to assess and evaluate students' learning.

Categories of Knowledge and Skills

The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of knowledge and skills are described as follows:

Knowledge and Understanding. Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes, as follows:

- planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)
- processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating)
- critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)

Communication. The conveying of meaning through various text forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

Criteria

Within each category in the achievement chart, criteria are provided that are subsets of the knowledge and skills that define each category. For example, in Knowledge and Understanding, the criteria are "knowledge of content (e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions)" and "understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)". The criteria identify the aspects of student performance that are assessed and/or evaluated, and serve as guides to what to look for.

Descriptors

A "descriptor" indicates the characteristic of the student's performance, with respect to a particular criterion, on which assessment or evaluation is focused. In the achievement chart, *effectiveness* is the descriptor used for each criterion in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion. For example, in the Thinking category, assessment of effectiveness might focus on the degree of relevance or depth apparent in an analysis; in the Communication category, on clarity of expression or logical organization of information and ideas; or in the Application category, on appropriateness or breadth in the making of connections. Similarly, in the Knowledge and Understanding category, assessment of knowledge might focus on accuracy, and assessment of understanding might focus on the depth of an explanation. Descriptors help teachers to focus their assessment and evaluation on specific knowledge and skills for each category and criterion, and help students to better understand exactly what is being assessed and evaluated.

Qualifiers

A specific "qualifier" is used to define each of the four levels of achievement – that is, *limited* for level 1, *some* for level 2, *considerable* for level 3, and a *high degree* or *thorough* for level 4. A qualifier is used along with a descriptor to produce a description of performance at a particular level. For example, the description of a student's performance at level 3 with respect to the first criterion in the Thinking category would be: "the student uses planning skills with *considerable* effectiveness".

The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. In all of their courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills.

ACHIEVEMENT CHART: ENGLISH, GRADES 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content *(e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions)*	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content *(e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)*	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills *(e.g., generating ideas, gathering information, focusing research, organizing information)*	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills *(e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating)*	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes *(e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)*	uses critical/ creative thinking processes with limited effectiveness	uses critical/ creative thinking processes with some effectiveness	uses critical/ creative thinking processes with considerable effectiveness	uses critical/ creative thinking processes with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information *(e.g., clear expression, logical organization)* **in oral, graphic, and written forms, including media forms**	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes *(e.g., use of appropriate style, voice, point of view)* **in oral, graphic, and written forms, including media forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions *(e.g., grammar, spelling, punctuation, usage)*, **vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms**	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills *(e.g., literacy strategies and processes; literary terminology, concepts, and theories)* **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills *(e.g., literacy strategies and processes; literary terminology, concepts, and theories)* **to new contexts**	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts *(e.g., between the text and personal knowledge and experience, other texts, and the world outside school)*	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

EVALUATION AND REPORTING OF STUDENT ACHIEVEMENT

Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student's achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9 to 12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

REPORTING ON DEMONSTRATED LEARNING SKILLS

The report card provides a record of the learning skills demonstrated by the student in every course, in the following five categories: Works Independently, Teamwork, Organization, Work Habits, and Initiative. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement). The separate evaluation and reporting of the learning skills in these five areas reflect their critical role in students' achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills, apart from any that may be included as part of a curriculum expectation in a course, should not be considered in the determination of percentage grades.

SOME CONSIDERATIONS FOR PROGRAM PLANNING

MINISTRY RESOURCES

The Ministry of Education has produced or supported the production of a variety of resource documents that teachers may find helpful as they plan programs based on the expectations outlined in this curriculum document. Those resources include the following:

Think Literacy Success, Grades 7–12: Report of the Expert Panel on Students at Risk in Ontario, 2003

Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Reading, Writing, Communicating, 2003

Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Subject-Specific Examples: Media, Grades 7–10, 2005

Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills, 2004

Many Roots, Many Voices: Supporting English Language Learners in Every Classroom, 2005

These resources are available on the Ministry of Education website, at www.edu.gov.on.ca.

INSTRUCTIONAL APPROACHES

The English curriculum is based on the premise that *all students can be successful language learners*. One of the keys to student success in mastering language skills is high-quality instruction.

Teachers who provide quality instruction respect students' strengths and address their learning needs, using assessment information to plan instruction. They clarify the purpose for learning, help students activate prior knowledge, and differentiate instruction for individual students and small groups according to need. Teachers explicitly teach and model learning strategies and encourage students to talk through their thinking and learning processes. They also provide many opportunities for students to practise and apply their developing knowledge and skills.

Effective teaching approaches involve students in the use of higher-level thinking skills and encourage them to look beyond the literal meaning of texts and to think about fairness, equity, social justice, and citizenship in a global society.

Motivating students and instilling positive habits of mind, such as a willingness and determination to persist, to think and communicate with clarity and precision, to take responsible risks, and to question and pose problems, are also integral to high-quality language instruction.

Language is best learned through activities that present stimulating ideas, issues, and themes that are meaningful to students. Since no single instructional approach can meet all the needs of each learner, teachers select classroom activities that are based on an assessment of students' individual needs, proven learning theory, and best practices. In effective English programs, teachers introduce a rich variety of activities that integrate expectations from different strands and provide for the explicit teaching of knowledge and skills. They also provide frequent opportunities for students to rehearse, practise, and apply skills and strategies, and to make their own choices.

PLANNING ENGLISH PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. *Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006* endorses a set of beliefs that should guide program planning for students with special education needs *in all disciplines*. Those beliefs are as follows:

- All students can succeed.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Classroom teachers are key educators for a student's literacy and numeracy development.
- Each student has his or her own unique patterns of learning.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

In any given classroom, students may demonstrate a wide range of learning styles and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.

In planning English courses for students with special education needs, teachers should begin by examining the current achievement level of the individual student, the strengths and learning needs of the student, and the knowledge and skills that all students are expected to demonstrate at the end of the course, in order to determine which of the following options is appropriate for the student:

- no accommodations[4] or modifications; or
- accommodations only; or
- modified expectations, with the possibility of accommodations; or
- alternative expectations, which are not derived from the curriculum expectations for a course and which constitute alternative programs and/or courses.

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). More detailed information about planning programs for students with special education needs, including students who require alternative programs and/or courses, can be found in *The Individual Education Plan (IEP): A Resource Guide, 2004* (referred to hereafter as the *IEP Resource Guide, 2004*). For a detailed discussion of the ministry's requirements for IEPs, see *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000* (referred to hereafter as *IEP Standards, 2000*). (Both documents are available at www.edu.gov.on.ca.)

Students Requiring Accommodations Only

Some students are able, with certain accommodations, to participate in the regular course curriculum and to demonstrate learning independently. Accommodations allow access to the course without any changes to the knowledge and skills the student is expected to demonstrate. The accommodations required to facilitate the student's learning must be identified in his or her IEP (see *IEP Standards, 2000*, page 11). A student's IEP is likely to reflect the same accommodations for many, or all, subjects or courses.

Providing accommodations to students with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners.

There are three types of accommodations:

- *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- *Environmental accommodations* are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.
- *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 29 of the *IEP Resource Guide, 2004*, for more examples).

If a student requires "accommodations only" in English courses, assessment and evaluation of his or her achievement will be based on the appropriate course curriculum expectations and the achievement levels outlined in this document. The IEP box on the student's Provincial Report Card will not be checked, and no information on the provision of accommodations will be included.

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[4] "Accommodations" refers to individualized teaching and assessment strategies, human supports, and/or individualized equipment.

Students Requiring Modified Expectations

Some students will require modified expectations, which differ from the regular course expectations. For most students, modified expectations will be based on the regular course curriculum, with changes in the number and/or complexity of the expectations. Modified expectations represent specific, realistic, observable, and measurable achievements and describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations.

It is important to monitor, and to reflect clearly in the student's IEP, the extent to which expectations have been modified. As noted in Section 7.12 of the ministry's policy document *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student.

When a student is expected to achieve most of the curriculum expectations for the course, the modified expectations should identify *how the required knowledge and skills differ from those identified in the course expectations*. When modifications are so extensive that achievement of the learning expectations (knowledge, skills, and performance tasks) is not likely to result in a credit, the expectations should *specify the precise requirements or tasks on which the student's performance will be evaluated* and which will be used to generate the course mark recorded on the Provincial Report Card.

Modified expectations indicate the knowledge and/or skills the student is expected to demonstrate and have assessed *in each reporting period* (*IEP Standards, 2000,* pages 10 and 11). The student's learning expectations must be reviewed in relation to the student's progress at least once every reporting period, and must be updated as necessary (*IEP Standards, 2000,* page 11).

If a student requires modified expectations in English courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. If some of the student's learning expectations for a course are modified but the student is working towards a credit for the course, it is sufficient simply to check the IEP box on the Provincial Report Card. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from the *Guide to the Provincial Report Card, Grades 9–12, 1999* (page 8) must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as next steps for the student's learning in the course.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

When they start school in Ontario, many of these students are entering a new linguistic and cultural environment. All teachers share in the responsibility for their English language development.

English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Teachers will find positive ways to incorporate this diversity into their instructional programs and into the classroom environment.

Most English language learners in Ontario schools have an age-appropriate proficiency in their first language. Although they need frequent opportunities to use English at school, there are important educational and social benefits associated with continued development of their first language while they are learning English. Teachers need to encourage parents to continue to use their own language at home in rich and varied ways as a foundation for language and literacy development in English. It is also important for teachers to find opportunities to bring students' languages into the classroom, using parents and community members as a resource.

During their first few years in Ontario schools, English language learners may receive support through one of two distinct programs from teachers who specialize in meeting their language-learning needs:

English as a Second Language (ESL) programs are for students born in Canada or newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools.

English Literacy Development (ELD) programs are primarily for newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools, and who arrive with significant gaps in their education. These students generally come from countries where access to education is limited or where there are limited opportunities to develop language and literacy skills in any language. Some Aboriginal students from remote communities in Ontario may also have had limited opportunities for formal schooling, and they also may benefit from ELD instruction.

In planning programs for students with linguistic backgrounds other than English, teachers need to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. For example, students who are in an early stage of English-language acquisition may go through a "silent period" during which they closely observe the interactions and physical surroundings of their new learning environment. They may use body language rather than speech or they may use their first language until they have gained enough proficiency in English to feel confident of their interpretations and responses. Students thrive in a safe, supportive, and welcoming environment that nurtures their self-confidence while they are receiving focused literacy instruction. When they are ready to participate, in paired, small-group, or whole-class activities, some students will begin by using a single word or phrase to communicate a thought, while others will speak quite fluently.

With exposure to the English language in a supportive learning environment, most young children will develop oral fluency quite quickly, making connections between concepts and skills acquired in their first language and similar concepts and skills presented in English. However, oral fluency is not a good indicator of a student's knowledge of vocabulary or sentence structure, reading comprehension, or other aspects of language proficiency that play an important role in literacy development and academic success. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes. Moreover, the older the children are when they arrive, the greater the language knowledge and skills that they have to catch up on, and the more direct support they require from their teachers.

Responsibility for students' English-language development is shared by the classroom teacher, the ESL/ELD teacher (where available), and other school staff. Volunteers and peers may also be helpful in supporting English language learners in the language classroom. Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing of textbooks, pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

When learning expectations in any course are modified for an English language learner (whether the student is enrolled in an ESL or ELD course or not), this information must be clearly indicated on the student's report card.

Although the degree of program adaptation required will decrease over time, students who are no longer receiving ESL or ELD support may still need some program adaptations to be successful.

For further information on supporting English language learners, refer to *The Ontario Curriculum, Grades 9–12: English as a Second Language and English Literacy Development, 2007* and the resource guide *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom* (Ministry of Education, 2005).

ANTIDISCRIMINATION EDUCATION

Overview

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high standards, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the wider society. It requires schools to adopt measures to provide a safe environment for learning, free from harassment, violence, and expressions of hate.

Antidiscrimination education encourages students to think critically about themselves and others in the world around them in order to promote fairness, healthy relationships, and active, responsible citizenship.

Schools also have the opportunity to ensure that school-community interaction reflects the diversity in the local community and wider society. Consideration should be given to a variety of strategies for communicating and working with parents and community members from diverse groups, in order to ensure their participation in such school activities as plays, concerts, and teacher interviews. Families new to Canada, who may be unfamiliar with the Ontario school system, or parents of Aboriginal students may need special outreach and encouragement in order to feel comfortable in their interactions with the school.

Antidiscrimination Education in the English Program

Learning resources that reflect the broad range of students' interests, backgrounds, cultures, and experiences are an important aspect of an inclusive English program. In such a program, learning materials involve protagonists of both sexes from a wide variety of backgrounds. Teachers routinely use materials that reflect the diversity of Canadian and world cultures, including those of contemporary First Nations, Métis, and Inuit peoples, and make them available to students. Short stories, novels, magazine and newspaper articles, television programs, and films provide opportunities for students to explore issues relating to their self-identity. In inclusive programs, students are made aware of the historical, cultural, and political contexts for both the traditional and non-traditional gender and social roles represented in the materials they are studying.

Stories, novels, informational texts, and media works relating to the immigrant experience provide rich thematic material for study, as well as the opportunity for students new to Canada to share their knowledge and experiences with others. In addition, in the context of the English program, both students and teachers should become aware of aspects of intercultural communication – for example, by exploring how different cultures interpret the use of eye contact and body language in conversation and during presentations.

Resources should be chosen not only to reflect diversity but also on the basis of their appeal for both girls and boys in the classroom. Recent research has shown that many boys are interested in informational materials, such as manuals and graphic texts, as opposed to works of fiction, which are often more appealing to girls. Both sexes read Internet materials, such as website articles, e-mail, and chat messages, outside the classroom. *Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills* (available on the Ministry of Education website) provides a number of useful literacy strategies that focus on engaging boys in reading and writing and that can enhance the learning environment for both female and male students.

The development of critical thinking skills is integral to the English curriculum. In the context of what is now called "critical literacy", these skills include the ability to identify perspectives, values, and issues; detect bias; and read for implicit as well as overt meaning. In the English program, students develop the ability to detect negative bias and stereotypes in literary texts and informational materials. When using biased informational texts, or literary works containing negative stereotypes, for the express purpose of critical analysis, teachers must take into account the potential negative impact of bias on students and use appropriate strategies to address students' responses.

Critical literacy also involves asking questions and challenging the status quo, and leads students to look at issues of power and justice in society. The program empowers students by enabling them to express themselves and to speak out about issues that strongly affect them.

Literature studies and media studies also afford both students and teachers a unique opportunity to explore the social and emotional impact of bullying, violence, and discrimination in the form of racism, sexism, or homophobia on individuals and families. Teachers can help students link the understanding they gain in this regard to messages conveyed through the school's antibullying and violence-prevention programming.

LITERACY, MATHEMATICAL LITERACY, AND INQUIRY/RESEARCH SKILLS

Literacy, mathematical literacy, and inquiry/research skills are critical to students' success in all subjects of the curriculum and in all areas of their lives.

The acquisition and development of literacy skills is clearly the focus of the English curriculum, but the English program also builds on, reinforces, and enhances mathematical literacy. For example, clear, concise communication often involves the use of diagrams, charts, tables, and graphs, and the English curriculum emphasizes students' ability to interpret and use graphic texts.

Inquiry is at the heart of learning in all subject areas. In English courses, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. As they advance through the grades, they acquire the skills to locate relevant information from a variety of sources, such as books, newspapers, dictionaries, encyclopaedias, interviews, videos, and the Internet. The questioning they practised in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways. The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

THE ROLE OF THE SCHOOL LIBRARY IN THE ENGLISH PROGRAM

The school library program can help to build and transform students' knowledge to support lifelong learning in our information- and knowledge-based society. The school library program supports student success across the language curriculum by encouraging students to read widely, teaching them to read for understanding and enjoyment, and helping them to improve their research skills and to use information gathered through research effectively.

The school library program enables students to:

- develop a love of reading for learning and for pleasure;
- acquire an understanding of the richness and diversity of literary and informational texts produced in Canada and around the world;
- obtain access to programs, resources, and integrated technologies that support all curriculum areas;
- understand and value the role of public library systems as a resource for lifelong learning.

The school library program plays a key role in the development of information literacy and research skills. In collaboration with classroom or content-area teachers, teacher-librarians develop, teach, and provide students with authentic information and research tasks that foster learning, including the ability to:

- locate, select, gather, critically evaluate, create, and communicate information;
- use the information obtained to solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives;
- communicate their findings for different audiences, using a variety of formats and technologies;
- use information and research with understanding, responsibility, and imagination.

THE ROLE OF TECHNOLOGY IN THE ENGLISH PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning. For example, students working individually or in groups can use computer technology and/or Internet websites to gain access to museums and archives in Canada and around the world. Students can also use digital cameras and projectors to design and present the results of their research to their classmates.

Although the Internet is a powerful learning tool, there are potential risks attached to its use. All students must be made aware of issues of Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred.

Teachers will find the various ICT tools useful in their teaching practice, both for whole-class instruction and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.

THE ONTARIO SKILLS PASSPORT AND ESSENTIAL SKILLS

Teachers planning programs in English need to be aware of the purpose and benefits of the Ontario Skills Passport (OSP). The OSP is a bilingual web-based resource that enhances the relevancy of classroom learning for students and strengthens school–work connections. The OSP provides clear descriptions of Essential Skills such as Reading Text, Writing, Computer Use, Measurement and Calculation, and Problem Solving and includes an extensive database of occupation-specific workplace tasks that illustrate how workers use these skills on the job. The Essential Skills are transferable, in that they are used in virtually all occupations. The OSP also includes descriptions of important work habits, such as working safely, being reliable, and providing excellent customer service. The OSP is designed to help employers assess and record students' demonstration of these skills and work habits during their cooperative education placements. Students can use the OSP to identify the skills and work habits they already have, plan further skill development, and show employers what they can do.

The skills described in the OSP are the Essential Skills that the Government of Canada and other national and international agencies have identified and validated, through extensive research, as the skills needed for work, learning, and life. These Essential Skills provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. For further information on the OSP and the Essential Skills, visit http://skills.edu.gov.on.ca.

CAREER EDUCATION

Expectations in the English program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. To prepare students for the literacy demands of a wide array of postsecondary educational programs and careers, English courses require students to develop research skills, practise expository writing, and learn strategies for understanding informational reading materials. Making oral presentations and working in small groups with classmates help students express themselves confidently and work cooperatively with others. Regardless of their postsecondary destination, all students need to realize that literacy skills are employability skills. Powerful literacy skills will equip students to manage information technologies, communicate effectively and correctly in a variety of situations, and perform a variety of tasks required in most work environments.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

Cooperative education and other forms of experiential learning, such as job shadowing, field trips, and work experience, enable students to apply the skills they have developed in the classroom to real-life activities in the community and in the world of business and public service. Cooperative education and other workplace experiences also help to broaden students' knowledge of employment opportunities in a wide range of fields, including publishing, advertising, and media-related industries. In addition, students develop their understanding of workplace practices, certifications, and the nature of employer–employee relationships. Teachers of English can support their students' learning by maintaining links with community-based businesses to ensure that students have access to hands-on experiences that will reinforce the knowledge and skills gained in school.

Health and safety issues must be addressed when learning involves cooperative education and other workplace experiences. Teachers who provide support for students in workplace learning placements need to assess placements for safety and ensure students understand the importance of issues relating to health and safety in the workplace. Before taking part in workplace learning experiences, students must acquire the knowledge and skills needed for safe participation. Students must understand their rights to privacy and confidentiality as outlined in the Freedom of Information and Protection of Privacy Act. They have the right to function in an environment free from abuse and harassment, and they need to be aware of harassment and abuse issues in establishing boundaries for their own personal safety. They should be informed about school and community resources and school policies and reporting procedures with respect to all forms of abuse and harassment.

Policy/Program Memorandum No. 76A, "Workplace Safety and Insurance Coverage for Students in Work Education Programs" (September 2000), outlines procedures for ensuring the provision of Health and Safety Insurance Board coverage for students who are at least 14 years of age and are on placements of more than one day. (A one-day job-shadowing or job-twinning experience is treated as a field trip.) Teachers should also be aware of the minimum age requirements outlined in the Occupational Health and Safety Act for persons to be in or to be working in specific workplace settings. All cooperative education and other workplace experiences will be provided in accordance with the ministry's policy document entitled *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000.*

PLANNING PROGRAM PATHWAYS AND PROGRAMS LEADING TO A SPECIALIST HIGH-SKILLS MAJOR

English courses are well suited for inclusion in programs leading to a Specialist High-Skills Major (SHSM) or in programs designed to provide pathways to particular apprenticeship or workplace destinations. In an SHSM program, English courses can be bundled with other courses to provide the academic knowledge and skills important to particular industry sectors and required for success in the workplace and postsecondary education, including apprenticeship. English courses may also be combined with cooperative education credits to provide the workplace experience required for SHSM programs and for various program pathways to apprenticeship and workplace destinations. (SHSM programs would also include sector-specific learning opportunities offered by employers, skills-training centres, colleges, and community organizations.)

HEALTH AND SAFETY IN THE ENGLISH PROGRAM

Although health and safety issues are not usually associated with language education, they may be important when the learning involves fieldwork. Out-of-school fieldwork can provide an exciting and authentic dimension to students' learning experiences. Teachers must preview and plan these activities carefully to protect students' health and safety.

COMPULSORY COURSES

English, Grade 11

University Preparation ENG3U

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: English, Grade 10, Academic

Key to Footnote References

The footnotes throughout this course contain abbreviated references to teacher resource guides in the ministry's "Think Literacy Library", available on the ministry website, at **www.edu.gov.on.ca**. The guides are identified as follows:

- TLCC 7-12 refers to the main guide, *Think Literacy: Cross-Curricular Approaches, Grades 7–12.*
- TLE 7-9 and TLE 10-12 refer to the subject-specific guides for Language/English, Grades 7–9, and English, Grades 10–12.
- Other subject-specific guides are identified by the initials "TL", followed by the name of the subject (e.g., Computer Integration; Library Research; Media; Technological Education) and the grades the resource guide covers (e.g., TL Computer Integration 7-12).

ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of this course, students will:

Purpose

1.1 identify the purpose of a range of listening tasks and set goals for specific tasks *(e.g., generate mental images during a dramatic reading in order to describe the events; understand suggestions for improvement during a student-teacher conference; understand and extend others' ideas in a small-group discussion;*[1] *take effective jot notes while listening to a short lecture)*

Teacher prompts: "What points in the witnesses' testimonies are unclear or contradictory?" "How do you know what ideas in the lecture are important to record?"

Using Active Listening Strategies

1.2 select and use the most appropriate active listening strategies when participating in a range of situations *(e.g., formulate questions to ask a presenter at the conclusion of a lecture; affirm and build on the ideas of others in a book-club discussion;*[2] *respond to a speaker's point of view while showing respect for diversity of ideas, language, and culture*[3]*)*

Teacher prompts: "What do you do in small-group discussions to make sure the other group members feel heard?" "What does it mean to 'disagree respectfully'?"

Using Listening Comprehension Strategies

1.3 select and use the most appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex or difficult texts *(e.g., use knowledge of the structure of oral texts to make predictions about content; replay an oral text and prepare specific questions or commentary to extend the discussion*[4]*)*

Teacher prompt: "How did your experience in the book-club discussions help you prepare for your presentation on the novel?"

Demonstrating Understanding of Content

1.4 identify the important information and ideas in oral texts, including increasingly complex or difficult texts, in a variety of ways *(e.g., identify the evidence in an oral text that substantiates the text's central claim; create a musical compilation to accompany a dramatic reading of a soliloquy from a play)*

Teacher prompts: "What main points did the presenter use to persuade you to accept her position?" "What was the most significant information in the scientists' presentation?"

Interpreting Texts

1.5 develop and explain interpretations of oral texts, including increasingly complex or difficult texts, using evidence from the text and the oral and visual cues used in it to effectively support their interpretations *(e.g., compare the central ideas of two seminars and assess the presenters' levels of knowledge of their subject;*

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1. TLCC 7-12 "Group Roles" 158, and "Discussion Etiquette" 176 2. TLE 7-9 "Reading Circles" 64 3. TL ESL/EDL 7-9 "Inside/Outside Circle" 16 4. TL Media 7-10 "Examining Multiple Perspectives of an Advertisement – Focus Questions" 22

explain how the interviews with survivors in the documentary affected their interpretation of the film)

Teacher prompts: "How might audiences of different backgrounds listening to this radio drama interpret it differently?" "What are the similarities and differences between the two singers' interpretations of the lyrics?"

Extending Understanding of Texts

1.6 extend understanding of oral texts, including increasingly complex or difficult texts, by making effective connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them *(e.g., compare and contrast the values expressed in speeches by two different historical figures; connect the issues discussed in a public forum they attended with their own and their peers' experiences)*

Teacher prompt: "How did the ideas presented in the seminar change your understanding of the poet's life or work?"

Analysing Texts

1.7 analyse oral texts, including increasingly complex or difficult texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response *(e.g., explain how a speaker uses statistics and expert opinions to influence an audience; analyse the use of figurative language to establish tone and mood in an audiobook excerpt; compare the tones and ideas evident in the investiture speeches of the current Governor General and a previous one)*

Teacher prompts: "How has the speaker used language for effect?" "How does the politician use figurative language to persuade his audience to see his point of view?" "What techniques does Shakespeare use in this character's speech to capture his listeners' emotions?"

Critical Literacy

1.8 identify and analyse the perspectives and/or biases evident in oral texts, including increasingly complex or difficult texts, and comment with growing understanding on any questions they may raise about beliefs, values, identity, and power *(e.g., track the opinions of one character in a play and comment on any change that occurs; explain the point of view of a speaker on a controversial topic)*

Teacher prompt: "What point of view is represented in this oral text? What information is omitted in order to sustain the point of view? Whose interests are served by this point of view?"

Understanding Presentation Strategies

1.9 evaluate the effectiveness of a variety of presentation strategies used in oral texts, including increasingly complex or difficult texts, and suggest other strategies that could be used effectively *(e.g., explain the effect on the audience of the repetition of words and phrases and the use of intonation in a radio commercial;[5] evaluate the use of tone and emphasis in a soliloquy in a play and assess their function in developing the comedic or dramatic quality of the text; explain how the use of costumes and/or props engages an audience)*

Teacher prompts: "How well does the organizational structure of the presentation support the group's argument? What could they have done differently to improve their presentation?" "Which visual aid was the most effective at reinforcing the subject matter?"

2. Speaking to Communicate

By the end of this course, students will:

Purpose

2.1 communicate orally for a range of purposes, using language appropriate for the intended audience *(e.g., deliver a parody of a soliloquy in a play; deliver a presentation on an independent study topic, using presentation software; lead a seminar on a literary analysis of a satirical play; lead a panel discussion on media influence;[6] introduce or thank a guest speaker)*

Teacher prompts: "How did the speaker use the rhythm of the original text to create an effective parody?" "How can you effectively incorporate the language of literary analysis into your seminar?"

Interpersonal Speaking Strategies

2.2 demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences *(e.g., contribute to and lead productive discussions;[7] use language that all participants will understand; move from delivering a lecture to audience-participation activities based on audience cues; recognize and adhere to time limits and other constraints[8])*

Teacher prompts: "What strategies can you use to encourage other speakers to express their opinions openly?" "What cues signal that your audience may be losing interest? What strategies can you use to regain their interest?"

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[5] TL Media 7-10 "Exploring Key Concepts of Media Literacy" 3

[6] TL Media 7-10 "Small Group – Evaluating the Effectiveness of Media Messages" 28

[7] TLCC 7-12 "Discussion Etiquette" 176

[8] TLCC 7-12 "Effective Presentation Skills" 196

Clarity and Coherence

2.3 communicate in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience *(e.g., select and use relevant and significant information from research to strengthen arguments;*[9] *rehearse a speech to refine the order of arguments and the transitions between them; use a variety of techniques to respond to audience needs)*

Teacher prompts: "How can you incorporate a variety of examples to make your oral arguments more effective?" "How can you choose transitions between points that will keep your audience interested in your group oral presentation?"

Diction and Devices

2.4 use appropriate words, phrases, and terminology, and a variety of stylistic devices, to effectively communicate their meaning and engage their intended audience *(e.g., use metaphors and analogies to enhance meaning in a speech; use rhetorical questions to engage the audience and to spark small- or large-group discussions;*[10] *use standard Canadian English appropriately in a mock interview with the author of a novel)*

Teacher prompts: "Why is this metaphor suitable in this context?" "How could you change your diction to evoke the character in the role play more effectively?"

Vocal Strategies

2.5 identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them effectively and with sensitivity to audience needs and cultural differences *(e.g., incorporate deliberate pauses to enhance the impact of the message;*[11] *increase volume to emphasize important facts in a speech; enunciate technical language to ensure that the audience understands)*

Teacher prompts: "How do you use context clues [*audience, subject matter, intention*] to determine the appropriate volume for speaking?" "How could you use deliberate silences to communicate meaning in an oral presentation?" "What strategies would you use when addressing newcomers to Canada or those who may be hard of hearing?"

Non-Verbal Cues

2.6 identify a variety of non-verbal cues, including facial expressions, gestures, and eye contact, and use them effectively to help convey their meaning and with sensitivity to audience needs and cultural differences *(e.g., use culturally acceptable body language, physical proximity, and gestures when addressing a culturally diverse audience; track a television news anchor's use of non-verbal cues to determine their effectiveness and applicability; rehearse conveying impartiality through facial expressions when presented with controversial or surprising information*[12]*)*

Teacher prompt: "What background knowledge, context clues, and non-verbal cues enable you to determine what types of non-verbal communication are appropriate?"

Audio-Visual Aids

2.7 use a variety of audio-visual aids effectively to support and enhance oral presentations and to engage an audience *(e.g., create a presentation, using presentation software, to highlight the key points of a seminar; create a summary brochure as a handout to accompany an oral presentation on a Romantic poet)*

Teacher prompt: "What can a presenter do to ensure that audio-visual material is a support rather than a distraction?"

3. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

3.1 explain which of a variety of strategies they found most helpful before, during, and after listening and speaking, then evaluate their strengths and weaknesses in oral communication to help identify the steps they can take to improve their skills *(e.g., explain how audience response to their presentation influenced their delivery; explain how they adjust their participation strategies in culturally diverse groups; create a long-term strategy for raising their current oral communication knowledge and skills to the level needed for their choice of occupations or postsecondary programs)*

Teacher prompts: "What strategies do you see others using that you could adapt to strengthen your oral presentation skills?" "How does rehearsing a presentation help you respond to questions from the teacher and your peers during the real presentation?" "What note-taking strategy is most effective while you are listening?"

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[9] TL Library Research 7-12 "Critically Evaluating Resources" 18 [10] TL Library Research 7-12 "Developing Questions" 8
[11] TLCC 7-12 "Effective Presentation Skills" 196 [12] TLCC 7-12 "Effective Presentation Skills" 196

Interconnected Skills

3.2 identify a variety of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills *(e.g., view a muted video of a political debate to develop understanding of how they can use body language and facial expressions when speaking; explain how viewing a television interview can help them develop their skills in speaking and listening)*

Teacher prompt: "How does reading about cultural diversity make you a better speaker and listener?"

READING AND LITERATURE STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Reading for Meaning:** read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
2. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. **Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Variety of Texts

1.1 read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading *(e.g., compare their own perspective on a topic with the perspective of the main character in a narrative from an earlier historical period; compare treatments of similar themes in stories from different cultures, including First Nation, Inuit, or Métis cultures; study literary essays, noting thesis statements and structural elements, as models for their own writing;[1] research a topic of interest to develop an annotated bibliography for an independent study)*

Teacher prompt: "What recurring themes emerge in your study of World War I poets from various nations?"

Using Reading Comprehension Strategies

1.2 select and use the most appropriate reading comprehension strategies to understand texts, including increasingly complex or difficult texts *(e.g., identify organizational patterns when reading poems;[2] use a graphic organizer to record responses to an essay on a controversial topic;[3] record reactions to the choices and behaviours of characters in a novel, using a semantic differential scale[4])*

Teacher prompt: "How has your group research on the social and political conditions of the time prepared you for reading the novel?"

Demonstrating Understanding of Content

1.3 identify the most important ideas and supporting details in texts, including increasingly complex or difficult texts *(e.g., create a mind map to illustrate character relationships in a novel; explain how the graphics in the text enhance the reader's understanding of an article; create a concept map to represent the key ideas and supporting details in a persuasive essay[5])*

Teacher prompt: "What details from the poem would you use to support your interpretation?"

Making Inferences

1.4 make and explain inferences of increasing subtlety about texts, including increasingly complex or difficult texts, supporting their explanations with well-chosen stated and implied ideas from the texts *(e.g., explain how the novel's introduction foreshadows what will happen in the story; explain what the table of contents of a magazine suggests about the magazine's target audience; explain what the organization and structure of a self-help book reveal about the writer's approach to solving personal problems)*

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[1] TLE 10-12 "Modelled Writing" 50 [2] TLE 10-12 "Finding Organizational Patterns in Poetry" 2 [3] TLE 10-12 "Plus Minus Interesting " 116 [4] TLE 10-12 "Scales" 32 [5] TLCC 7-12 "Sorting Ideas Using a Concept Map" 48

Teacher prompts: "What inferences can we draw about the characters from the opening scene of this play?" "What does the physical presentation of this poem – the way it is laid out on the page and its unusual typography – contribute to its meaning?"

Extending Understanding of Texts

1.5 extend understanding of texts, including increasingly complex or difficult texts, by making appropriate and increasingly rich connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them *(e.g., compare the thinking and responses of a fictional character in a crisis with their own probable reactions in similar circumstances; explain how their understanding of literary theory helped them interpret a theme in a work of fiction; compare the perspective on a current social issue expressed in an editorial with the perspectives expressed in at least two other texts on the same issue; explain how the portrayal of a particular human experience in a novel compares with the depiction of a similar experience in a popular film)*

Teacher prompts: "How did your research into the social and political realities of the period affect your understanding of the play?" "Does your knowledge of Aboriginal experience help you understand the narrative?"

Analysing Texts

1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements *(e.g., explain how the theme of a poem is reinforced through repetition, diction, and choice of images; explain how the organization of a personal essay strengthens the argument; trace the evolving moral or spiritual values of a character at different points in the development of a story)*

Teacher prompts: "How do the metaphors in this poem help the reader understand the ideas and emotions the poem describes?" "Why do you think this story is told from the point of view of a young person? Could the same ideas be conveyed as convincingly by a narrator who was older and more experienced?" "What elements of the story strengthen the author's presentation of the theme?" "How is the thesis of this essay reinforced through the essay's structure?"

Evaluating Texts

1.7 evaluate the effectiveness of texts, including increasingly complex or difficult texts, using evidence from the text to support their opinions *(e.g., evaluate the effectiveness of a film adaptation of a text on the basis of specific criteria, such as evocation of setting, dramatization of character relationships, pacing of action, and visual representation of ideas and themes; evaluate how effectively the graphic elements in a text contribute to its satirical intent; evaluate the historical accuracy of a biography given on a website by researching reliable sources; compare the treatment of a similar theme in a selection of short stories and explain why they consider one treatment to be more effective than the others)*

Teacher prompts: "How effectively has the author used dialogue to reveal character?" "Has your research revealed any significant omissions or misrepresentations in this biographical sketch?"

Critical Literacy

1.8 identify and analyse the perspectives and/or biases evident in texts, including increasingly complex or difficult texts, commenting with growing understanding on any questions they may raise about beliefs, values, identity, and power *(e.g., explain, on the basis of research, how the historical and/or cultural context of a novel accounts for the social attitudes expressed by its characters; compare the perspectives on current events or social or environmental issues expressed in the editorials or feature articles of different newspapers or magazines)*

Teacher prompts: "What groups are ignored in this historical account of your town or city?" "What social and legal conditions of this period might help us understand the actions and attitudes of the female characters in the text?" "How do Shakespeare's tragedies illustrate the Elizabethan concept of Chain of Being?" "Do the editorials in these three publications present different political perspectives? Have these publications been known to represent particular political leanings historically?"

2. Understanding Form and Style

By the end of this course, students will:

Text Forms

2.1 identify a variety of characteristics of literary, informational, and graphic text forms and explain how they help communicate meaning *(e.g., the choice of narrator affects the tone and* *content of a narrative text; the comic or satiric meaning of a parody is achieved through imitation of the style of a serious text; conflict and characterization are used in short stories to convey ideas and themes; the organization of an essay can increase the persuasiveness of the arguments it presents; a narrative text may be structured to reflect the stages of the heroic archetypal journey)*

Teacher prompt: "How could the ideas and themes expressed in this poem be conveyed in a short story? What elements would you need to create [*characters, descriptive text, plot elements*]? How would you re-create the mood? Could any of the images in the poem be preserved?"

Text Features

2.2 identify a variety of text features and explain how they help communicate meaning *(e.g., captions can be used to provide the context for or explain an illustration, or they can be used for comic or satiric effect; the layout, font style, punctuation, and spacing used to present a poem can add to the meaning or effect of the poem)*

Teacher prompts: "How do the text features in this magazine article support the ideas in the article?" "How did the different font styles used in the speech bubbles in this graphic novel influence your interpretation of the characters?"

Elements of Style

2.3 identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts *(e.g., describe how the symbols used in a poem enrich its meaning; analyse the function of hyperbole in a satirical essay; analyse how diction is used to establish voice in the introduction of an essay; analyse how variations in sentence structure are used to engage an audience; explain how a pattern of images is used to develop a theme in an extended narrative)*

Teacher prompt: "Does the image used in this description of the character remind you of something that you read earlier in the novel? Does it connect the character more closely to one of the novel's themes? What do you associate with this image?"

3. Reading With Fluency

By the end of this course, students will:

Reading Familiar Words

3.1 automatically understand most words in a variety of reading contexts *(e.g., understand vocabulary used in grade-level texts in various subjects, words used figuratively in literary texts, slang words used in fiction and non-fiction texts; identify the origin and trace the evolution of a common word to develop an understanding of the dynamic nature of language)*

Teacher prompt: "The words in this poem are all familiar, but some are used in a way that makes their meaning ambiguous. Which words do you find ambiguous? Why?"

Reading Unfamiliar Words

3.2 use decoding strategies effectively to read and understand unfamiliar words, including words of increasing difficulty *(e.g., use a glossary of literary terms to understand new words encountered in literary criticism; use an etymological dictionary to identify the original and evolving meanings of new words)*

Teacher prompt: "The dictionary provides several different meanings for this word. Can you tell from context which meaning applies in this poem?"

Developing Vocabulary

3.3 use a variety of strategies, with increasing regularity, to explore and expand vocabulary, focusing on the precision with which words are used in the texts they are reading *(e.g., consider how meaning is affected when synonyms are substituted for selected words in a poem or a passage from a novel)*

Teacher prompt: "What word might have been used here instead of 'soar'? What does 'to soar' connote that 'to fly' does not?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 explain which of a variety of strategies they found most helpful before, during, and after reading, then evaluate their strengths and weaknesses as readers to help identify the steps they can take to improve their skills *(e.g., record their reflections about how often and how proficiently they use various strategies; set targets for improving their use of particular strategies; confer with the teacher to develop new strategies for understanding more challenging texts)*

Teacher prompts: "What pre-reading strategy did you use before starting your independent reading of the novel? Did it help you to make sense of the introduction? Why or why not?" "What effect did the small-group discussions have on the predictions you made about the story?"

Interconnected Skills

4.2 identify a variety of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively *(e.g., prepare notes for a formal discussion about literacy in the twenty-first century, commenting on how their own use of new technologies has contributed to their skills as readers)*

Teacher prompts: "How did your participation in book clubs or literature circles influence your understanding of the texts you were reading?" "What new insight into the novel did you gain from seeing the film adaptation?"

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of this course, students will:

Identifying Topic, Purpose, and Audience

1.1 identify the topic, purpose, and audience for a variety of writing tasks *(e.g., an expository essay comparing the themes of two short stories or poems; an opinion piece for a local magazine about teenagers' perceptions of portrayals of body image in advertising, television sitcoms, and fashion layouts; an adaptation of a children's story into a script, including stage directions, for a one-act play)*

Teacher prompt: "How would you dramatize this event in the story to appeal to an audience of children? What rhetorical devices would be effective? What parts of the narrative could become the characters' dialogue?"

Generating and Developing Ideas

1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate *(e.g., work in pairs to brainstorm ideas for an opinion piece;[1] use a graphic organizer to group ideas and to help them determine the focus of or the key concepts to be used in an essay; take notes during classroom presentations on a topic for later use in preparing a report on the topic; use a graphic organizer to create a pattern of imagery for writing a poem on a specific topic or theme; consult print, electronic, and other sources, including online catalogues and CD-ROMs, to identify potential sources of information for use in an essay; consult bibliographies and reference lists in books and periodicals, including e-books and e-journals, to identify additional sources that would help them expand their research; record all sources used to gather ideas and information, so that if they use the ideas and information, they can credit the original author, avoid plagiarism, and provide a complete bibliography or reference list)*

Teacher prompts: "What questions would you like to investigate in preparing to write this essay?" "What have you identified as a possible thesis?" "How do you plan to search the online catalogues and databases you have identified as potential sources of information for your essay?"

Research

1.3 locate and select information to effectively support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate *(e.g., create a research plan and track their progress; identify a range of sources that could provide appropriate information relevant to their assignment, such as books, journals, community-based newspapers*

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[1] TLE 10-12 "Speakers' Corner" 80

and television programs, online databases, and websites; develop and use a detailed template to evaluate sources for reliability, objectivity, and comprehensiveness; use key word searches and other browsing strategies when using search engines and Internet directories to locate information relevant to their topic; record all sources of information in a bibliography or reference list, observing conventions for proper documentation and full acknowledgement of sources and extracts, in recognition of the need to credit original authors and promote academic honesty)

Teacher prompts: "What questions have you developed to guide your research? Which other questions could you ask that would expand your research and ensure that the information you find is relevant, reliable, and up to date?" "What steps have you taken to ensure that you will be able to credit all research sources fully and accurately?"

Organizing Ideas

1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and selecting the organizational pattern best suited to the content and the purpose for writing *(e.g., reorganize the plot outline for a story to include a series of flashbacks; identify a pattern to guide their use of imagery in writing a poem;*[2] *work in groups to sort and organize their ideas for creating a rap, focusing on categories such as voice, power, and the depiction and/or exclusion of certain groups;*[3] *use a graphic organizer to refine their ideas about a thesis or topic in preparation for writing a literary essay; determine the organizational pattern, such as chronological order, climactic order, or cause and effect, best suited to presenting ideas and information in an essay on a specific topic)*

Teacher prompts: "How will you determine the best pattern of imagery to use in your poem?" "How will you organize the information you have gathered for your essay to best develop your thesis?"

Reviewing Content

1.5 determine whether the ideas and information gathered are accurate and complete, interesting, and effectively meet the requirements of the writing task *(e.g., review the information gathered for a literary essay, eliminating general and irrelevant material, and assessing the remaining specific and relevant details to ensure that they effectively meet the information requirements of the writing task)*

Teacher prompts: "Which of the quotations you have collected are the most relevant to your analysis of this short story?" "Have you presented a variety of points of view in developing the thesis of your research paper?"

2. Using Knowledge of Form and Style

By the end of this course, students will:

Form

2.1 write for different purposes and audiences using a variety of literary, informational, and graphic forms *(e.g., a report comparing the responses of classmates by gender or ethnocultural background to a novel studied in class; a narrative poem for peers, based on a short story; a critique of a film for a community newspaper; texts that will form part of a public relations campaign to change the image of a villain; the text of a speech for a student running for student council president;*[4] *an opinion piece about the use of racist, sexist, or homophobic language and its effects on readers)*

Teacher prompts: "What text form have you chosen to compare the responses of males and females in the class to this character in the novel?" "What forms will you use in your PR campaign?"

Voice

2.2 establish a distinctive voice in their writing, modifying language and tone skilfully and effectively to suit the form, audience, and purpose for writing *(e.g., use colloquialisms or dialects in writing dialogue for a story, to give a character authenticity; use a confident, authoritative tone in a persuasive essay; use repetition, rhythm, and other rhetorical devices effectively to establish a distinctive tone and style in writing a poem; write the script for a monologue in which a character communicates his or her distress about a false accusation)*

Teacher prompts: "How can you convey this character's emotions when confronted by this false accusation? What words might he use? How might a minor character relate the tale of the false accusation?" "How can you project a professional tone in this covering letter applying for a student loan?"

Diction

2.3 use appropriate descriptive and evocative words, phrases, and expressions imaginatively to make their writing clear, vivid, and interesting for their intended audience *(e.g., use a*

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2. TLE 10-12 "Finding Organizational Patterns – Poetry" 2 3. TLE 10-12 "Reacting to Reading: Graffiti" 28 4. TLE 10-12 "Revising and Editing: Modelled Writing" 50

variety of literary devices appropriately in creating a poem; use evocative words and phrases accurately and effectively in describing their response to a text, object, or person; use precise words and clear, straightforward sentences to present information and to answer questions in informational texts)

Teacher prompts: "Are there places in your essay where you could state an idea more clearly or precisely?" "Where could you add descriptive details in this piece?" "How do the literary devices you have used in your poem help to engage your readers?"

Sentence Craft and Fluency

2.4 write complete sentences that communicate their meaning clearly and effectively, skilfully varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas *(e.g., use coordination and subordination, as appropriate, to emphasize ideas in sentences and to enhance readability; repeat sentences of the same type or structure to achieve desired effects[5])*

Teacher prompt: "Where have you revised this piece of writing to vary the type, structure, and length of your sentences? How would you describe the effect of your changes?"

Critical Literacy

2.5 explain, with increasing insight, how their own beliefs, values, and experiences are revealed in their writing *(e.g., examine their writing to check for bias and to determine whether their language and ideas are inclusive and non-discriminatory; explain how their description of a specific event reveals their values, even if these values are not stated explicitly[6])*

Teacher prompts: "Does your description of this character present her in a good light or a bad one? Who benefits from this kind of description?" "What attitudes and values are revealed in this piece of informational writing, even though they are not stated?"

Revision

2.6 revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies *(e.g., add precise and appropriate transitional words and phrases to more clearly show the logical relationship between ideas in an argument or position paper; change the order in which images are presented in a poem to enhance the poem's effect on the reader's emotions[7])*

Teacher prompts: "Do the words you have chosen to use in this essay help create a logical argument?" "Have you read your writing aloud to listen for and correct awkward wording or problems with the flow?" "Are there any details in your poem that may detract from the overall impression you are trying to achieve?" "How could you reorganize this poem so that it will appeal more strongly to your readers' emotions?"

Producing Drafts

2.7 produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)*

Teacher prompts: "If you were to cut your essay into its separate paragraphs and mix the paragraphs up, would you be able to determine the original order?" "What other organizational pattern could you have used in this essay to prove your thesis?"

3. Applying Knowledge of Conventions

By the end of this course, students will:

Spelling

3.1 use knowledge of spelling rules and patterns, a variety of resources, and appropriate strategies to recognize and correct their own and others' spelling errors *(e.g., use print and electronic spelling resources judiciously, demonstrating awareness of variant spellings, such as U.S. spellings, and homonyms; use irregular spellings for effect in an advertisement aimed at a teenage audience;[8] use print and electronic dictionaries to check spelling regularly and without prompting; identify words that they regularly misspell and implement appropriate strategies to avoid repeating the errors)*

Teacher prompts: "What steps can you take to remember the correct spelling of that word, so that you won't repeat that error in the future?" "Where have you seen irregular spellings used on purpose [e.g., *in advertising*]? Why do you suppose they were used in those cases?"

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5. TLE 10-12 "Revising and Editing Modelled Writing" 50; "Revising and Editing: The Verb 'To Be'" 56 6. TLE 10-12 "Crawling Inside the Text … to Find Who's There and Who's Not" 30 7. TLCC 7-12 "Revising and Editing: Asking Questions to Revise Writing" 128 8. TLE 7-9 "Sample Text Messages" 34

Vocabulary

3.2 build vocabulary for writing by confirming word meaning(s) and reviewing and refining word choice, using a variety of resources and strategies, as appropriate for the purpose *(e.g., use an etymological dictionary to identify the original meaning of a word and meanings it has acquired over time;[9] incorporate specialized academic language associated with the study of English into their formal writing; keep a list of new words encountered in classroom and independent reading, and check off the ones they use in their own writing)*

Teacher prompts: "How could you explore other ways of wording this idea? What resources could you consult?" "What other texts could you read to expand your vocabulary on this topic?" "Are the words you have used in this description likely to be familiar to your audience? Did you check a thesaurus for more familiar words that you may have overlooked?"

Punctuation

3.3 use punctuation correctly and effectively to communicate their intended meaning *(e.g., use commas correctly to separate words, phrases, and clauses; correctly introduce and punctuate both short and long quotations in the body of an essay, properly setting off block quotations; use semi-colons where appropriate to create balance and parallelism in sentences with two or more clauses)*

Teacher prompt: "How do you know when to run a quotation into the text and when to set it off as a block? What is the accepted way to set off a quotation?"

Grammar

3.4 use grammar conventions correctly and appropriately to communicate their intended meaning clearly and effectively *(e.g., use a variety of sentence structures correctly to communicate complex ideas; use coordination and subordination correctly and appropriately; use parallelism and balance to aid clarity; use pronoun case, number, and person correctly; use verb tenses correctly for reported dialogue; use active and passive voice appropriately for the purpose and audience; use unconventional grammar for effect[10])*

Teacher prompts: "How could you rewrite this series of sentences to create parallelism?" "How have you used the active voice in your essay to persuade your readers of your point of view? Is there any place in the essay where the passive voice would be effective?"

Proofreading

3.5 regularly proofread and correct their writing *(e.g., ask peers to check their drafts for errors in spelling, vocabulary, punctuation, and grammar, consult print and electronic resources to confirm the accuracy of the feedback they receive, and make corrections where necessary; use the Track Changes function in their word-processing program when entering proofreading changes, and keep a file of these corrections for future reference)*

Teacher prompts: "How can the Track Changes tool be of help in the writing process?" "Should you automatically accept all the proofreading feedback provided by a peer? What steps can you take to confirm that the feedback is accurate?"

Publishing

3.6 use a variety of presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to heighten its appeal and effectiveness for their audience *(e.g., select an appropriate format for a letter they are writing to the editor of a specific newspaper; choose design features that will appeal to an audience of their peers in creating a zine)*

Teacher prompt: "Who is the audience for your zine? How does your choice of design features and layout reflect that audience?"

Producing Finished Works

3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions[11])*

Teacher prompt: "Would it help your readers understand your point of view if you incorporated some quotations into your poetry critique? Where would they be most effective?"

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[9] TLCC 7-12 "Creating a Word Wall" 30 [10] TLE 10-12 "Modelled Writing" 51 [11] TLCC 7-12 "Writing an Explanation" 148, "Writing a Procedure" 142

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 explain which of a variety of strategies they found most helpful before, during, and after writing, then evaluate their strengths and weaknesses as writers to help identify the steps they can take to improve their skills *(e.g., evaluate different ways of organizing research; share with peers a strategy or technique that they have found helpful in writing effective introductions and conclusions; assess their approach to editing and proofreading their work, and make changes where necessary)*

Teacher prompts: "How did peer editing improve the quality of a recent piece of your writing?" "What have you observed about similarities and differences in your writing process for different types of writing?" "Name one aspect of your writing that you have strengthened this semester, and one aspect that needs more attention. What will you do to improve in that area?"

Interconnected Skills

4.2 identify a variety of skills they have in listening, speaking, reading, viewing, and representing, and explain how these skills help them write more effectively *(e.g., explain how reading widely can help them discover new possibilities for their writing; explain how listening to speeches and oral tales has helped them improve their essay writing and narrative writing)*

Teacher prompt: "Has reading this selection of essays given you new ideas about how you might begin your own essay?"

Portfolio

4.3 select a variety of types of writing that they think most clearly reflect their growth and competence as writers, and explain the reasons for their choice *(e.g., select a finished piece of writing for a class anthology of creative writing, and explain why they think it is a good example of their work; select a finished piece of writing that caused them the most frustration to produce, and explain the problems they encountered and how they attempted to resolve them, and another finished piece that shows their growth as a writer, and explain how and where it shows improvement)*

Teacher prompts: "What pieces of your writing represent the style of writing you prefer or the text form you feel most comfortable writing? Explain why." "Do you see yourself as a stronger creative or technical writer? To what do you attribute this strength?"

MEDIA STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
2. **Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of this course, students will:

Purpose and Audience

1.1 explain how media texts, including increasingly complex or difficult texts, are created to suit particular purposes and audiences *(e.g., a website uses fonts, graphics, "wallpaper", and content to establish its brand identity for an audience and the advertisers who wish to reach that audience; public service announcements use shocking images to grab viewers' attention*[1]*)*

Teacher prompt: "Why does an image of an accident victim in a public service announcement focus your attention on safety practices?"

Interpreting Messages

1.2 interpret media texts, including increasingly complex or difficult texts, identifying and explaining the overt and implied messages they convey *(e.g., explain how the perspective and audience of a newspaper or magazine are revealed in the type of advertising it attracts; explain the overt and implied messages about violence conveyed by a children's cartoon featuring conflict between animal characters)*

Teacher prompts: "What societal values or beliefs are revealed in ads for cosmetic surgery?" "Are the implied messages in a perfume advertisement based on facts?"

Evaluating Texts

1.3 evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including increasingly complex or difficult texts, and decide whether the texts achieve their intended purpose *(e.g., determine whether the use of multiple perspectives in a documentary about a historical event clarifies or blurs the focus of the film; comment on the effectiveness of the use of flashbacks in a movie to provide the background needed to understand character development and plot)*

Teacher prompt: "Is a newspaper editorial effective only if you agree with it? What if it makes you look for ways to strengthen your own counter-arguments?"

Audience Responses

1.4 explain why the same media text might prompt different responses from different audiences *(e.g., explain why a war veteran and a student might have different reactions to their country's flag; explain why a parent and a teen might respond differently to a Young Adult novel depicting teen issues and behaviour in a realistic way)*

Teacher prompts: "Why might some people be offended by certain ring tones?" "Why does this documentary on climate change prompt such conflicting responses among viewers?"

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[1] TL Media 7-10 "Exploring the Key Concepts of Media Literacy" 2

Critical Literacy

1.5 identify the perspectives and/or biases evident in media texts, including increasingly complex or difficult texts, and comment on any questions they may raise about beliefs, values, identity, and power *(e.g., assess the way a television sitcom or drama depicts characters from cultural or social groups that are under-represented in mainstream television; explain how the representation of body types in the advertising*[2] *and editorial content of most popular sports and fashion magazines can affect audiences; explain how a film manipulates familiar archetypes and/or stereotypes to confirm or contradict the audience's expectations about plot or character)*

Teacher prompts: "Were you expecting this character to be 'good' or 'bad'? Why?" "How does the representation of family structures on mainstream TV reflect and create societal expectations?" "Are the portrayals of Aboriginal people in commercials mostly realistic or stereotypical?"

Production Perspectives

1.6 explain how production, marketing, financing, distribution, and legal/regulatory factors influence the media industry *(e.g., explain some effects on prime-time television programming of the Canadian-content regulations of the Canadian Radio-television and Telecommunications Commission [CRTC]; identify some effects of new media technologies on copyright protection for artists)*

Teacher prompts: "What are the major media conglomerates?" "How might the concentration of media ownership affect the career prospects of young and/or experimental artists? What are some of its other effects?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of this course, students will:

Form

2.1 identify general and specific characteristics of a variety of media forms and explain how they shape content and create meaning *(e.g., TV news channels can use satellite transmissions to show events as they are happening; tabloids present celebrity gossip as news in brief articles accompanied by numerous photographs; travel brochures emphasize visual rather than written information about destinations and facilities*[3]*)*

Teacher prompts: "Why might a movie made for television have a different structure than a movie with a similar theme made for theatrical release?" "How has the popularity of tabloids and entertainment news programs influenced the form of television news programs?"

Conventions and Techniques

2.2 identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience *(e.g., the use of play-by-play commentary and slow-motion replays in television sports broadcasts to clarify the action and bridge pauses in play; the use of maps, graphics, live coverage, and announcers/commentators in television weather reports to add interest to numeric data)*

Teacher prompt: "Why might the cover of a mass-market paperback feature the author's name more prominently than the book's title?"

3. Creating Media Texts

By the end of this course, students will:

Purpose and Audience

3.1 describe the topic, purpose, and audience for media texts they plan to create *(e.g., a documentary about the fast-food industry to raise awareness about nutrition in a teen audience)*, and identify significant challenges they may face in achieving their purpose

Teacher prompt: "Why might it be difficult to interest your intended audience in such a serious topic? What could you do about it?"

Form

3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is a highly appropriate choice *(e.g., explain why an online fundraiser would be an appropriate way to raise money to buy computers; explain why a mini-drama might be a good way to advertise a new product)*

Teacher prompt: "Why might a cartoon be an effective way of communicating a political viewpoint?"

Conventions and Techniques

3.3 identify a variety of conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help communicate a specific aspect of their intended meaning effectively *(e.g., conventions/techniques for a presentation using presentation*

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[2] TL Media 7-10 "Examining Multiple Perspectives of an Advertisement" 22

[3] TL Media 7-10 "Reading Graphical Texts" 6

software: descriptions of graphs, checklists, and visuals and explanations of how they will help clarify key points in the presenter's "script"[4])

Teacher prompt: "What are some low-tech equivalents for the conventions/techniques used in computer presentations? How do the presentation software's capabilities strengthen your presentation and benefit your audience?"

Producing Media Texts

3.4 produce media texts, including increasingly complex texts, for a variety of purposes and audiences, using appropriate forms, conventions, and techniques *(e.g., a website to promote student writing)*

Teacher prompt: "Why would a website be a good way to celebrate the work of your favourite comedian?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 explain which of a variety of strategies they found most helpful in interpreting and creating media texts, then evaluate their strengths and weaknesses as media interpreters and producers to help identify the steps they can take to improve their skills *(e.g., use a log to keep track of decisions made at various stages in the design and production process, review the log to evaluate the efficiency and effectiveness of their production process, and determine how to apply this learning to another production)*

Teacher prompt: "Describe the process of selecting an appropriate soundtrack for your media text. Did it work well? What might you do differently next time?"

Interconnected Skills

4.2 explain how their skills in listening, speaking, reading, and writing help them interpret and produce media texts *(e.g., reading journalists' critiques of the content and impact of a politician's television ad campaign can help them create an effective promotional video)*

Teacher prompt: "How could participation in a debate about an issue help you create a public service announcement about a related topic?"

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[4] TL Media 7-10 "Planning a Public Service Announcement" 14

English, Grade 11

College Preparation ENG3C

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

Prerequisite: English, Grade 10, Applied

Key to Footnote References

The footnotes throughout this course contain abbreviated references to teacher resource guides in the ministry's "Think Literacy Library", available on the ministry website, at **www.edu.gov.on.ca**. The guides are identified as follows:

- TLCC 7-12 refers to the main guide, *Think Literacy: Cross-Curricular Approaches, Grades 7–12.*
- TLE 7-9 and TLE 10-12 refer to the subject-specific guides for Language/English, Grades 7–9, and English, Grades 10–12.
- Other subject-specific guides are identified by the initials "TL", followed by the name of the subject (e.g., Computer Integration; Library Research; Media; Technological Education) and the grades the resource guide covers (e.g., TL Computer Integration 7-12).

ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of this course, students will:

Purpose

1.1 identify the purpose of a variety of listening tasks and set goals for specific tasks *(e.g., understand course selection procedures after listening to a guidance presentation; gather information on a topic of personal interest by conducting an interview; understand a presentation that includes business or technical language; listen to a writing partner's read-aloud of an essay in order to express an opinion or offer constructive advice)*

Teacher prompts: "How did the length of the speech affect your ability to listen attentively?" "What was your purpose for listening to this text?"

Using Active Listening Strategies

1.2 select and use appropriate active listening strategies when participating in a variety of classroom interactions *(e.g., stay on topic during a class discussion;[1] respond to a guest speaker with appropriate empathy and interest; ask questions during a student-teacher conference to clarify the teacher's suggestions for essay revisions)*

Teacher prompt: "What listening strategies can you use while talking to someone in person that you cannot use while talking to someone on the phone?"

Using Listening Comprehension Strategies

1.3 select and use appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex texts *(e.g., underline unfamiliar words in a text during a shared reading; read the lyrics of a song before listening to it; make jot notes while listening to an oral presentation; complete a "What I Heard/What I Think" T-chart after listening to a speaker)*

Teacher prompt: "How did looking at the written version of the text while listening help you understand the text?"

Demonstrating Understanding of Content

1.4 identify the important information and ideas in oral texts, including increasingly complex texts, in a variety of ways *(e.g., write a summary of the main ideas in an oral text;[2] cite examples from an oral text to support personal opinions in a small-group discussion; create a poster about workplace safety after listening to a presentation on the topic)*

Teacher prompts: "What did you notice when you compared your summary to your classmates' summaries?" "How do you tell the difference between the ideas that are important and the ones that are merely interesting?"

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[1] TLCC 7-12 "Discussion Etiquette" 176 [2] TLE 7-9 "Making Notes" 22

Interpreting Texts

1.5 develop and explain interpretations of oral texts, including increasingly complex texts, using evidence from the text and the oral and visual cues used in it to support their interpretations *(e.g., describe and explain the comic techniques used by a favourite stand-up comedian; view two news broadcasts from different networks and compare the effectiveness of each speaker's use of visual cues*[3]*)*

Teacher prompt: "How did the speaker use pauses, changes in pace, and facial expressions to help communicate the message? What changes would you suggest?"

Extending Understanding of Texts

1.6 extend understanding of oral texts, including increasingly complex texts, by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them *(e.g., assess other speakers' ideas in relation to their own and consider modifying their own ideas in response;*[4] *share observations on thematic connections between oral texts during a small-group "Place Mat" activity*[5]*)*

Teacher prompt: "How did hearing about the connections other people made influence your thinking? Which connections were the most unusual or surprising to you?"

Analysing Texts

1.7 analyse oral texts, including increasingly complex texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response *(e.g., explain the techniques a radio commercial uses to spark the listener's interest in the product; explain the techniques that the host of an open-line call-in radio show uses to inform and entertain his audience)*

Teacher prompt: "What do you hear in the background? What does it make you think of? How is the background noise connected to the narration? What effect does it have?"

Critical Literacy

1.8 identify and analyse the perspectives and/or biases evident in oral texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power *(e.g., listen for bias in radio broadcasts or in television comedy shows; explain how an oral presentation on a controversial topic helped change their perspective on the topic; identify points that are relevant to a speaker's argument but have not been included)*

Teacher prompts: "How are social injustices presented and addressed in this podcast?" "What rhetorical devices does the speaker use to reinforce her point of view?" "How does the speaker use hyperbole or an invocation of authority to perpetuate prejudice, stereotypes, or social inequities?"

Understanding Presentation Strategies

1.9 evaluate the effectiveness of a variety of presentation strategies used in oral texts, including increasingly complex texts, and suggest other strategies that could be used effectively *(e.g., listen to an actor's reading of a novel on audiotape to examine how she uses tone to reveal character; compare an audiotape or CD and a videotape of a comic monologue and explain how the performer adjusts the material to suit the format)*

Teacher prompt: "To what extent does the actor's reading of that character's dialogue match your interpretation of the character? What is different? What are some possible reasons for the differences between interpretations?"

2. Speaking to Communicate

By the end of this course, students will:

Purpose

2.1 communicate orally for a variety of purposes, using language appropriate for the intended audience *(e.g., role-play a job interview; present a monologue from the point of view of a character from a work of prose fiction; explain how an object from a career of their choice is used; interview a Grade 8 student for a research project on how their high school is perceived by the community)*

Teacher prompts: "What kinds of things do you have to keep in mind when speaking to the whole class rather than a small group?" "What strategies do you use to prepare for formal speaking? How can practising speaking in everyday situations prepare you for more formal occasions?"

Interpersonal Speaking Strategies

2.2 demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences *(e.g., speak at appropriate cue points, such as pauses; stay polite in public or formal situations;*[6] *ensure that each member of their group has an opportunity to speak during small-group*

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3. TL Library Research 7-12 "Planning for an Oral Presentation" 32 4. TLE 7-9 "Save the Last Word for Me" 60 5. TLCC 7-12 "Place Mat" 162 6. TLCC 7-12 "Discussion Etiquette" 176

discussions; recognize and adhere to time limits and other constraints[7]*)*

Teacher prompts: "How do you know when your listener would like to respond to what you have said?" "What is an appropriate response to constructive criticism?"

Clarity and Coherence

2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, subject matter, and intended audience *(e.g., use a formal structure that includes an opening statement, a point-by-point argument, and a summary/conclusion; restate the main facts from a graphic text in the correct sequence*[8]*)*

Teacher prompts: "How will you narrow the topic of your oral presentation to meet the requirements of the assignment and ensure that the presentation will be under the time limit for speaking?" "How can you tailor your presentation to make an emotional appeal to your audience? What would you change to make the presentation appeal to an adult audience?"

Diction and Devices

2.4 use appropriate words, phrases, and terminology, and several different stylistic devices, to communicate their meaning and engage their intended audience *(e.g., differentiate diction to explain the same job task to an employer and a new employee;*[9] *use stylistic devices, such as personal anecdotes, to engage the audience's interest)*

Teacher prompts: "How did you simplify the instructions to meet the needs of your audience?" "At what point in your presentation would a personal anecdote help the audience to better understand and connect with your main idea?"

Vocal Strategies

2.5 identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them appropriately and with sensitivity to audience needs and cultural differences *(e.g., compare the effectiveness of the same oral text when it is read in a monotone versus when it is read in an animated voice;*[10] *use appropriate vocal effects to record a commercial aimed at children)*

Teacher prompts: "How can changing the pitch of your voice add a sense of authority to what you are saying?" "How does varying the emphasis on words obscure or clarify the meaning?"

Non-Verbal Cues

2.6 identify a variety of non-verbal cues, including facial expressions, gestures, and eye contact, and use them appropriately to help convey their meaning and with sensitivity to audience needs and cultural differences *(e.g., rehearse and use facial expressions to express different emotions during a presentation; role-play and demonstrate appropriate body language in informal situations, such as dating, having lunch with co-workers, making introductions)*

Teacher prompt: "What are some of the non-verbal cues used in different cultures? How does your awareness of these differences affect the way you communicate with different audiences?" "What cues do you use to show respect in conversation and in presentations?"

Audio-Visual Aids

2.7 use a variety of audio-visual aids appropriately to support and enhance oral presentations and to engage an audience *(e.g., use a collage to express a literary theme discussed in their presentation; use a series of images to demonstrate a particular movement used in a sport; create a slide show to accompany an oral report)*

Teacher prompt: "Which of the images is most interesting and relevant to the theme of the presentation?"

3. Reflecting on Communication Skills and Strategies

By the end of this course, students will:

Metacognition

3.1 describe a variety of strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify appropriate steps they can take to improve their oral communication skills *(e.g., describe the strategies they use to monitor their understanding of an oral text, and explain which ones they use the most and why; identify the body language they use to communicate interest while speaking and listening; identify a presentation strategy they can incorporate to improve their presentation skills)*

Teacher prompts: "Which listening strategies do the most to help you contribute effectively to a group discussion?" "How have you used role playing to practise listening and speaking in a variety of contexts? How effective was it?" "How do you make sure you are using appropriate language in both formal and informal situations?"

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[7] TLCC 7-12 "Effective Presentation Skills" 196 [8] TLCC 7-12 "Timed Retell" 157 [9] TLE 7-9 "Revising and Editing: Writing With Precision" 44 [10] TLCC 7-12 "Effective Presentation Skills" 196

Interconnected Skills

3.2 identify a variety of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills *(e.g., explain how a specific writing skill can be used to create an effective audio-visual presentation; explain how understanding their needs as a reader can help them improve their skills as a listener)*

Teacher prompt: "When you read a text, what strategies do you use to check your understanding? How can you check your understanding when you are listening to a text? Which strategies can you adapt from reading?"

READING AND LITERATURE STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Reading for Meaning:** read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning;
2. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. **Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Variety of Texts

1.1 read a variety of short, contemporary student- and teacher-selected texts from diverse cultures, identifying specific purposes for reading *(e.g., examine workout programs provided on a fitness website to develop a personal fitness plan; review sports and fashion magazines to prepare for a debate on gender stereotyping; note text forms and features in textbook excerpts;[1] prepare a "timed retell" of a non-fiction text[2])*

Teacher prompts: "Now that you have read a variety of texts, what kinds of texts would you say you are most interested in?" "Do you find that you read differently when reading for pleasure and when reading to gather information for a research project?"

Using Reading Comprehension Strategies

1.2 select and use appropriate reading comprehension strategies before, during, and after reading to understand texts, including increasingly complex texts *(e.g., preview vocabulary to become familiar with new words; use a graphic organizer to illustrate the organizational pattern of a text, such as problem/solution, comparison/contrast, cause and effect, and order of importance;[3] sketch while reading to help visualize the information described in the text)*

Teacher prompts: "How did previewing the new vocabulary improve your understanding as you read the text?" "What did you learn from the class discussion that helped you understand the play?"

Demonstrating Understanding of Content

1.3 identify the most important ideas and supporting details in texts, including increasingly complex texts *(e.g., describe to a peer the main events in a novel; explain how a scatter graph in a math textbook illustrates the main idea in the accompanying text;[4] compare two newspaper articles on the same current event, listing the main ideas in each and the details provided to support them)*

Teacher prompts: "What events in this chapter contribute to the development of the main conflict?" "What position is taken in this editorial? What arguments are put forward to support it?"

Making Inferences

1.4 make and explain inferences about texts, including increasingly complex texts, supporting their explanations with well-chosen stated and implied ideas from the texts *(e.g., draw inferences about a magazine from its cover, or about a newspaper from its front page; make inferences based on the details in an editorial cartoon about the subject being satirized in the cartoon; explain what motivates a character in a short story, on the basis of his or her words and actions)*

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[1] TL Technological Education 9-12 "Reading Graphical and Informational Texts" 14, 20 [2] TLCC 7-12 "Timed Retell" 156
[3] TLCC 7-12 "Finding Organizational Patterns" 16 [4] TLCC 7-12 "Engaging in Reading: Visualizing" 56

Teacher prompts: "What can you infer from the differences in the coverage of this event by these two leading newspapers?" "What can you infer about the characters in this play on the basis of its setting alone?"

Extending Understanding of Texts

1.5 extend understanding of texts, including increasingly complex texts, by making appropriate connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them *(e.g., relate Statistics Canada data on employment rates to what they know about unemployment in their own community; read other texts on a similar topic or theme to extend their understanding of a fact, idea, or issue treated in a literary work)*

Teacher prompt: "Does this character's moral dilemma remind you of a difficult choice you've had to make? How does your own experience affect the way you respond to the character?"

Analysing Texts

1.6 analyse texts in terms of the information, ideas, issues, and themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements *(e.g., explain how the choice of narrator determines the perspective from which the events of the story are revealed; analyse how the main character's decision at the story's climax was influenced by preceding events; analyse how graphs are used to present information in an annual report)*

Teacher prompts: "What role does this secondary character play in helping the main character come to terms with the truth?" "Why is the organizational pattern of this poem so well suited to the ideas it explores?"

Evaluating Texts

1.7 evaluate the effectiveness of texts, including increasingly complex texts, using evidence from the text to support their opinions *(e.g., compare two reviews of a CD and explain what makes one seem more or less reliable than the other; explain how a biography of a well-known figure has deepened their understanding of its subject)*

Teacher prompts: "What evidence from the recording would you use to challenge the opinion of the reviewer?" "What did you learn from this biography that helped you understand the person better?"

Critical Literacy

1.8 identify and analyse the perspectives and/or biases evident in texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power *(e.g., identify the viewpoint of an editorial cartoon and propose alternative viewpoints; examine several issues of an automotive, lifestyle, or travel magazine to identify social and ethnocultural groups that are under-represented; analyse the lyrics of a popular song for messages about power)*

Teacher prompt: "Which character in this story is in a position of power? What gives the character power – physical strength, emotional strength, or social or economic status? How does this situation change as the story unfolds?" "Does this author address abuses of power? How?"

2. Understanding Form and Style

By the end of this course, students will:

Text Forms

2.1 identify a variety of characteristics of informational, literary, and graphic text forms and explain how they help communicate meaning *(e.g., graphic novels and conventional novels both have the elements of plot, setting, and character development, but graphic novels use images and text in a series of frames to tell the story;*[5] *images and text are combined to deliver information on a website; the "lead", or introductory sentence, of a review signals whether the review is positive or negative; information can be organized in a question-and-answer, problem-solution, or cause-and-effect pattern in an article, brochure, or other informational text form)*

Teacher prompt: "Why are safety instructions usually presented in lists of steps rather than in prose paragraphs? Why is the order in which the steps are listed important?"

Text Features

2.2 identify a variety of text features and explain how they help communicate meaning *(e.g., tables of contents and headings guide the reader through the content of a textbook; graphics support the ideas or information in a text; the layout of the front page of a newspaper draws the reader's attention to main features)*

Teacher prompt: "Why do the font size and colour change in this part of the text?"

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[5] TLE 10-12 "Graphic Novels" 36

Elements of Style

2.3 identify a variety of elements of style in texts, including increasingly complex texts, and explain how they help communicate meaning and enhance the effectiveness of the texts *(e.g., the choice of words in a letter to the editor can reveal the attitude of the author; the behaviour of a character in the early scenes of a drama can foreshadow the ending of the play; rhetorical questions can help to engage the reader's interest when used to introduce the topic or thesis of a report or essay; similes and metaphors can add layers of meaning to descriptions of setting or of characters in a short story)*

Teacher prompts: "What effect does the lack of variety in sentence lengths and types have in this passage of the text? Does it effectively convey the narrator's sense of boredom and monotony?" "Can you identify the elements that help to create the dark and ominous mood of this poem?" "Why is non-standard Canadian English used in this text?"

3. Reading With Fluency

By the end of this course, students will:

Reading Familiar Words

3.1 automatically understand most words in a variety of reading contexts *(e.g., words in grade-level texts and independent reading texts and resources; terms associated with co-operative education courses and placements; terms used in workplace literature and Revenue Canada forms)*

Teacher prompt: "What strategies do you use to find out whether or not you will be able to read a text independently?"

Reading Unfamiliar Words

3.2 use appropriate decoding strategies to read and understand unfamiliar words *(e.g., use knowledge of word order and of the relationships between words to guess the meaning of a new word; look for familiar words within unfamiliar words; use knowledge of roots, prefixes, and suffixes to predict meaning)*

Teacher prompts: "What did you see in this word that helped you to connect it to a word you already knew?" "Do you remember seeing part of this word in a term used in your biology textbook? Could it mean something similar here?"

Developing Vocabulary

3.3 identify and use a variety of strategies to expand vocabulary *(e.g., use a thesaurus to find synonyms for new words encountered while reading, and record them in a reading log; use an etymological dictionary to identify the original and evolving meaning of words)*

Teacher prompt: "Which abstract words in this report could be changed to concrete words to make the meaning clearer? What strategies would you use to help identify the appropriate synonyms?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe a variety of strategies they used before, during, and after reading; explain which ones they found most helpful; and identify appropriate steps they can take to improve as readers *(e.g., create a mind map of strategies, using colours, symbols, or different fonts to illustrate the usefulness of the strategies and their mastery of them; select one strategy that they found helpful when reading challenging texts and describe how they used it)*

Teacher prompts: "When did you find it more helpful to visualize the information in a text – when you were trying to understand the behaviour of a character or when you were reading a set of instructions?" "How did the fishbone diagram help you clarify the relationships among ideas in the essay?"

Interconnected Skills

4.2 identify a variety of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively *(e.g., write a journal entry directed to the writer of a novel they have read, explaining how they put all of these skills to use to help them understand the work)*

Teacher prompts: "What lessons have you learned from listening attentively when others speak that will make you a better reader?" "How might creating a promotional trailer for a play help you clarify your interpretation of the text?"

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of this course, students will:

Identifying Topic, Purpose, and Audience

1.1 identify the topic, purpose, and audience for a variety of writing tasks *(e.g., a speech to a youth group in support of a charity; a single organized paragraph outlining a procedure to someone who is not familiar with it – for example, explaining to a new computer user how to create a backup file; an investigative report on a local issue for a community newspaper;[1] a review of several websites that provide similar kinds of information of interest to teenagers; a small anthology of poems for a friend)*

Teacher prompts: "How does the language you would use in a letter to a local politician differ from that you would use in writing to a friend?" "How will the fact that you will be addressing a group of young people affect the way you will write your speech?"

Generating and Developing Ideas

1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate *(e.g., consult print and online sources to find information for a short report about a subject of personal interest; develop and use a step-by-step plan to research different points of view about a current social issue;[2] in small groups, use a concept map to generate research questions for a report; interview a classmate with a different cultural background from their own for the context for a story or film script; use a personal journal to record their insights about a book in preparation for a book club discussion about it; use index cards to record their research notes and sources; search online databases to identify potential sources of information)*

Teacher prompts: "If the purpose of your paragraph is to explain how to back up a computer file to people who don't know how to do it, where will you begin to look for information?" "How will maintaining thorough and accurate research notes help you when you write your report?"

Research

1.3 locate and select information to appropriately support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate *(e.g., create a research plan and track their progress using a research portfolio; identify a range of sources in school or public libraries and on the Internet, such as books, documentary programs, periodicals, newspapers, databases, and websites, that will provide the most appropriate information for their assignment; use key word searches and other browsing strategies when using search engines and Internet directories*

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[1] TLCC 7-12 "Writing a Business Report" 147 [2] TLE 10-12 "Using a Venn Diagram" 94

to locate information relevant to their topic; record all sources of information in a list of works cited or references, observing conventions for proper documentation and full acknowledgement of sources and extracts, in recognition of the need to credit original authors and promote academic honesty; use a template to evaluate sources and information for reliability, objectivity, and comprehensiveness; before completing their research, conduct a conference with their teacher or the teacher-librarian to help them determine whether the sources they have consulted to date are adequate and the information they have gathered complete and representative of a range of views)

Teacher prompts: "What strategies are you planning to use to ensure that your research is thorough and complete?" "How are you planning to avoid plagiarism? If you engage in plagiarism, what effect could it have on your academic career and your future life?"

Organizing Ideas

1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and organizational patterns suited to the content and the purpose for writing *(e.g., organize ideas and information for a personal essay into an introduction, a body, and a conclusion; use a concept map to organize the ideas, information, images, and graphics to be used in creating an advertisement; use a Venn diagram to compare the organization of two poems in preparation for writing their own poem[3])*

Teacher prompt: "How will you sort the information you have gathered from various sources to use in writing a report on a new video game? What strategies will best help you order, and make connections among, the various pieces of information?"

Reviewing Content

1.5 determine whether the ideas and information gathered are relevant to the topic, accurate, complete, and appropriately meet the requirements of the writing task *(e.g., review the information gathered from all sources to determine whether any important information is missing)*

Teacher prompts: "How can you determine whether your research material is reliable and relevant to your topic and purpose?" "Does your research provide a variety of perspectives that are relevant to your purpose and audience?"

2. Using Knowledge of Form and Style

By the end of this course, students will:

Form

2.1 write for different purposes and audiences using a variety of informational, literary, and graphic forms *(e.g., a magazine article on a topic of personal interest for a teenage audience; an information piece explaining a technical procedure for a technical magazine; a short essay proposing a solution to an environmental problem for publication in your school newspaper; an information booklet highlighting the contributions of Aboriginal people to Canadian society; a small anthology of poetry on a topic of interest to teenagers; a letter requesting information about a college program)*

Teacher prompt: "Can you visualize your story as a movie? What details do you 'see' that are not included in your story? How can you incorporate these details into your story to make your setting, plot, and characters – and the characters' motivation – clearer, more vivid, and more interesting for your readers?"

Voice

2.2 establish a distinctive voice in their writing, modifying language and tone skilfully to suit the form, audience, and purpose for writing *(e.g., write a journal entry summarizing an incident at work and a memo informing their boss about the same incident; write a free-verse poem that conveys their response to a photograph, either from what they perceive to be the perspective of the subject of the photograph or from their own perspective as observers)*

Teacher prompt: "How would you adapt the style and language used in your informal account of the incident for the memo to your boss?"

Diction

2.3 use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear, vivid, and interesting for their intended audience *(e.g., engage in a rapid writing exercise, and then choose from it the words that will be the most effective in their specific writing task; while reviewing their work, underline ineffective words and look for more precise or powerful synonyms for them; adjust their level of language for their specific audience)*

Teacher prompt: "Are you satisfied with the words you have given your character to express her feelings at this point in the story? Have you looked for synonyms of these words to see if you can find more precise or powerful ones?"

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[3] TLE 10-12 "Finding Organizational Patterns – Poetry" 2

Sentence Craft and Fluency

2.4 write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas *(e.g., combine short sentences to add variety to a paragraph or to express the ideas in a more sophisticated way; use a variety of transitional words and phrases to connect sentences within paragraphs)*

Teacher prompts: "What changes could you make to the type, structure, and/or length of your sentences to make your paragraph flow better?" "How could you combine these two short sentences, which refer to different aspects of the same idea, to make the relationship between them clearer to the reader?"

Critical Literacy

2.5 explain how their own beliefs, values, and experiences are revealed in their writing *(e.g., examine their writing to check for bias and to determine whether their language and ideas are inclusive and non-discriminatory; explain how their description of an object or a place in their narrative reveals their cultural values; ask themselves whether someone from a different background would be able to understand their attachment to an object or a place described in their narrative, and adjust their text to help others better understand[4])*

Teacher prompt: "How do you think the ideas or attitudes expressed in your text reflect your own beliefs? Are these beliefs shared by everyone in your community? How could you alter your text to help someone from a different background understand your ideas?"

Revision

2.6 revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies *(e.g., delete irrelevant arguments to enhance the impact of a persuasive essay; add details to reveal more about the motivation of a character in a short narrative; reorganize information to heighten the impact of a news report[5])*

Teacher prompts: "Have you included in your persuasive essay all the supporting details needed to convince your reader?" "How could you better organize your narrative to make your ideas clearer to your audience?" "Will your readers be familiar with the concepts you mention in your news report? Which ones need to be explained more fully?"

Producing Drafts

2.7 produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)*

Teacher prompts: "Have you organized your ideas logically, so that they can be understood by the reader?" "Are there any important aspects of the topic in your report that still need to be explained?"

3. Applying Knowledge of Conventions

By the end of this course, students will:

Spelling

3.1 use knowledge of spelling rules and patterns, a variety of resources, and appropriate strategies to recognize and correct their own and others' spelling errors *(e.g., apply their knowledge of spelling rules and patterns correctly, such as when adding a suffix to words ending in* y *or a silent* e *and when considering whether to double the final consonant before a suffix; maintain a list showing the correct spelling of words they frequently misspell, and consult it when writing; use their knowledge of root words, prefixes, and suffixes to spell unfamiliar words correctly[6])*

Teacher prompt: "Which spelling patterns give you trouble? Do you keep a personal spelling reference list to help you apply these patterns correctly?"

Vocabulary

3.2 build vocabulary for writing by confirming word meaning(s) and reviewing and refining word choice, using a variety of resources and strategies, as appropriate for the purpose *(e.g., consult a variety of appropriate print and electronic resources to confirm meanings of words; use a thesaurus to find a more precise word to suit the context; maintain their own lists of subject-specific and technical language, and consult these lists to enhance their writing[7])*

Teacher prompt: "What is the danger in using an unfamiliar word found in a thesaurus? How can you avoid this danger?"

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[4] TL English 10-12 "Crawling Inside the Text … to Find Who's There and Who's Not" 30 [5] TLCC 7-12 "Revising and Editing: Asking Questions to Revise Writing" 128 [6] TLE 7-9 "Sample Roots and Prefixes" 54 [7] TLCC 7-12 "Using Context to Find Meaning" 38-39

Punctuation

3.3 use punctuation correctly and appropriately to communicate their intended meaning *(e.g., use the semicolon in compound sentences before certain transitional words such as* however; *use the colon to introduce a list)*

Teacher prompt: "What punctuation mark would help readers see that you are introducing a list of benefits to the consumer?"

Grammar

3.4 use grammar conventions correctly and appropriately to communicate their intended meaning clearly and fluently *(e.g., use a variety of sentence types correctly in their writing;*[8] *use prepositions and conjunctions appropriately)*

Teacher prompt: "If you read this sentence aloud, does it seem awkward to you or do you think it flows smoothly? If it seems awkward, how could you fix it?"

Proofreading

3.5 proofread and correct their writing, using guidelines developed with the teacher and peers *(e.g., review drafts using an editing checklist based on the task rubric; read drafts aloud to listen for and correct errors)*

Teacher prompt: "Why do you think that you can find errors in someone else's writing, but not in your own?"

Publishing

3.6 use a variety of presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to heighten its appeal for their audience *(e.g., select an appropriate title and appropriate fonts and graphics for the cover of a "book" they are publishing; use appropriate design features to enhance the text in a fact sheet about a social issue)*

Teacher prompt: "What impression would you like your book cover to give prospective readers? Which font is most likely to help you convey that impression?"

Producing Finished Works

3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)*

Teacher prompt: "Are the steps in your procedure set out in a logical order? What additional changes could you make so that the procedure is easier to follow?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe a variety of strategies they used before, during, and after writing; explain which ones they found most helpful; and identify appropriate steps they can take to improve as writers *(e.g., describe how they used graphic organizers to order their ideas at the drafting stage; describe how informally conferring with the teacher or peers at various stages of the writing process allowed them to see and correct specific problems; describe two specific areas in which they think their writing skills are weak, and set specific, time-limited goals for improving them)*

Teacher prompts: "What do you do to prepare for a writing conference with your teacher?" "What have you realized about your own written work by reading the work of your peers?" "If you were to redo this writing assignment, what specific strategies would you use to improve your work?"

Interconnected Skills

4.2 identify a variety of skills they have in listening, speaking, reading, viewing, and representing, and explain how these skills help them write more effectively *(e.g., describe specific ways in which listening to the work of peers has improved their own writing)*

Teacher prompt: "What have you noticed about the way advertisers use words that you could apply to your persuasive writing?"

Portfolio

4.3 select a variety of types of writing that they think most clearly reflect their growth and competence as writers, and explain the reasons for their choice *(e.g., select a finished piece of their writing for a class project on a specific topic, and explain why they think it is a good example of their work; explain why they feel more comfortable using certain text forms than others)*

Teacher prompts: "What pieces of your writing best demonstrate your improvement as a writer? Why did you choose these pieces?" "In what specific areas has your writing improved over time?"

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[8] TLE 10-12 "Modelled Writing" 51

MEDIA STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
2. **Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of this course, students will:

Purpose and Audience

1.1 explain how media texts, including increasingly complex texts, are created to suit particular purposes and audiences *(e.g., reality television shows use ordinary people from different walks of life to appeal to different demographic groups; an infomercial uses techniques associated with public service announcements to persuade people to buy a product "for their own good")*

Teacher prompt: "Why do advertisements feature endorsements from 'professionals' and testimonials from 'satisfied customers'?"

Interpreting Messages

1.2 interpret media texts, including increasingly complex texts, identifying and explaining the overt and implied messages they convey *(e.g., determine which book covers or movie posters are aimed at females and which at males; determine what model of happiness a popular teenage television show promotes[1])*

Teacher prompts: "What messages do various details on the cover of your favourite CD convey about the music or the artist?" "What does this program suggest about the use of violence to solve problems?"

Evaluating Texts

1.3 evaluate how effectively information, ideas, issues, and opinions are communicated in media texts, including increasingly complex texts, and decide whether the texts achieve their intended purpose *(e.g., determine how well the name and logo of a sports team communicate messages about the team and promote loyalty among its fans; explain the purposes that text messaging serves effectively and those for which it is not a useful medium)*

Teacher prompt: "What types of messages do military recruitment ads communicate effectively? Are the ads effective in depicting the reality of life in the military? Why or why not?"

Audience Responses

1.4 explain why the same media text might prompt different responses from different audiences *(e.g., explain why a public service announcement about gambling addiction might prompt different reactions from consumers and people in the casino business; explain why some audiences might respond positively and others negatively to celebrity endorsements of social justice causes[2])*

Teacher prompts: "Why might male and female players respond differently to gender stereotypes in video games?" "Why might an unflattering newspaper photograph of a politician prompt different responses among different groups?"

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[1] TL Media 7-10 "Reading Between the Lines (Predictions)" 10 [2] TL Media 7-10 "Examining Multiple Perspectives of an Advertisement" 22

Critical Literacy

1.5 identify the perspectives and/or biases evident in media texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power *(e.g., describe messages inherent in depictions of women on the covers of mass-market romance novels; explain what is implied by the presence or absence and/or the portrayal of particular professions or socio-economic and ethnocultural groups in a popular television show)*

Teacher prompts: "Is the depiction of the female 'boss' in this mass-market movie realistic? In what ways is it realistic or unrealistic?" "What topics in Aboriginal news programs are under-reported in mainstream news media?" "What sort of power does the female protagonist have in this soap opera?"

Production Perspectives

1.6 explain how a variety of production, marketing, and distribution factors influence the media industry *(e.g., explain how "product placement" works and how it benefits both the product manufacturer and the media producer; suggest reasons why colleges supplement course information with promotional materials about the college "culture" and extra-curricular programs; suggest reasons why manufacturers wrap CDs and some books and magazines in plastic and how this packaging affects the consumer[3])*

Teacher prompt: "Why do private companies use public websites to promote their products – for example, by posting ads to a public video-sharing site?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of this course, students will:

Form

2.1 identify general and specific characteristics of a variety of media forms and explain how they shape content and create meaning *(e.g., cartoons on television use animation and sound to convey detailed stories and characters, whereas cartoon strips or editorial cartoons in newspapers and magazines are restricted to brief messages conveyed using text and visual representations; dolls/action figures are more interactive than their animated cartoon versions)*

Teacher prompt: "What elements tell you that you are watching a sitcom about a fictional family and not a documentary about a real family?"

Conventions and Techniques

2.2 identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience *(e.g., TV sitcoms use the simulated audience response of a laugh-track to influence viewers to share the "audience's" amusement)*

Teacher prompt: "What elements in the opening of a TV sitcom are designed to 'hook' viewers and encourage them to stay tuned?"

3. Creating Media Texts

By the end of this course, students will:

Purpose and Audience

3.1 describe the topic, purpose, and audience for media texts they plan to create *(e.g., a television news story to raise community awareness about a local health or safety issue; a logo and/or slogan for a line of T-shirts to support and raise funds for a joint school-community project)*, and identify significant challenges they may face in achieving their purpose

Teacher prompt: "Who would be interested in a documentary series about body piercing, tattooing, and muscle building? Is there one point of view about the topic you wish to promote, or should you present a variety of perspectives on it?"

Form

3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice *(e.g., explain why a calendar highlighting recycling information and collection dates is an appropriate way to promote recycling in the community[4])*

Teacher prompt: "Why might a 'point-of-purchase' display be an appropriate way to market a new product?"

Conventions and Techniques

3.3 identify a variety of conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help them communicate specific aspects of their intended meaning *(e.g., conventions/techniques for a storyboard for a video game commercial: descriptions of the camera angles, types of shots, music, and special effects to be used, and their purpose; conventions/techniques for a televised interview: positioning of the interviewer's and subject's chairs, flattering lighting, shots of the interviewer nodding or smiling in response to the subject's comments[5])*

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[3] TL Media 7-10 "Exploring the Key Concepts in Media Literacy" 2 [4] TL Media 7-10 "Reading Graphical Texts" 6 [5] TL Media 7-10 "Producing a Public Service Announcement" 20

Teacher prompts: "What elements do you need to include in the liner notes for a CD?" "Will your commercial reflect the conventions that you identified in these two current breakfast cereal commercials?"

Producing Media Texts

3.4 produce media texts for a variety of purposes and audiences, using appropriate forms, conventions, and techniques *(e.g., an infomercial about a line of fitness equipment, using the conventions of the genre and techniques of persuasion effective for an adult male audience; a video about effective and ineffective interview skills for students)*

Teacher prompt: "What type of media text would you create to promote cooking as a worthwhile and enjoyable activity for both males and females?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe a variety of strategies they used in interpreting and creating media texts, explain which ones they found most helpful, and identify appropriate steps they can take to improve as media interpreters and producers *(e.g., explain how the repeated viewing of a media text gave them a deeper understanding of its structure and meaning)*

Teacher prompt: "What strategies did you use to detect bias in the news story?"

Interconnected Skills

4.2 explain how their skills in listening, speaking, reading, and writing help them interpret and produce media texts *(e.g., researching and writing an outline of the advantages and drawbacks of a product can help them produce an effective infomercial for the product)*

Teacher prompt: "How could your skimming and scanning reading skills help you determine how to represent a novel's characters in a cover illustration?"

English, Grade 11

Workplace Preparation ENG3E

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course.

Prerequisite: English, Grade 10, Applied

Key to Footnote References

The footnotes throughout this course contain abbreviated references to teacher resource guides in the ministry's "Think Literacy Library", available on the ministry website, at **www.edu.gov.on.ca**. The guides are identified as follows:

- TLCC 7-12 refers to the main guide, *Think Literacy: Cross-Curricular Approaches, Grades 7–12.*
- TLE 7-9 and TLE 10-12 refer to the subject-specific guides for Language/English, Grades 7–9, and English, Grades 10–12.
- Other subject-specific guides are identified by the initials "TL", followed by the name of the subject (e.g., Computer Integration; Library Research; Media; Technological Education) and the grades the resource guide covers (e.g., TL Computer Integration 7-12).

ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of this course, students will:

Purpose

1.1 identify the purpose of several different listening tasks and set goals for specific tasks *(e.g., listen to the ideas of others in order to clarify their own opinion;*[1] *ask questions appropriately during discussions to acquire new knowledge; listen to a customer's complaints in a role play in order to be able to respond appropriately; listen to a presentation about a co-op placement in order to understand what would be expected of them during the placement)*

Teacher prompts: "How does the way you listen to music on the radio differ from the way you listen at a concert?" "What factors might interfere with your ability to listen to or understand a customer's request or question?"

Using Active Listening Strategies

1.2 identify and use several different active listening strategies when participating in a variety of classroom interactions *(e.g., respond to a speaker's opinion while showing respect for diversity of ideas, language, and culture;*[2] *demonstrate understanding of when to speak, when to listen, and how much to say; use verbal or non-verbal responses to indicate interest or an opinion*[3]*)*

Teacher prompts: "What can you do to let a speaker know you are listening attentively and are ready to respond?" "How can you make sure that you understand someone who does not speak English well?"

Using Listening Comprehension Strategies

1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts *(e.g., skim an article before a teacher read-aloud; make jot notes using a graphic organizer;*[4] *use a summary chart to record a discussion;*[5] *use teacher-and-student-generated headings to organize note-taking; use appropriate strategies when recording instructions or directions)*

Teacher prompt: "Before you listened to the presentation, you wrote down and talked about what you already knew about the topic. How did that help you to understand the presentation?"

Demonstrating Understanding of Content

1.4 identify the important information and ideas in both simple and complex oral texts in several different ways *(e.g., compile a list of strategies for success after listening to three motivational speakers; paraphrase a character's speech from a dramatic presentation; summarize a speech after comparing their jot notes with those of a partner*[6]*)*

Teacher prompt: "What was the main message in the speech? What examples did the speaker give to support that idea?"

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[1] TLCC 7-12 "Group Roles" 158, "Discussion Etiquette" 176 [2] TL ESL/ELD Part I "Inside/Outside Circle" 16 [3] TLCC 7-12 "Discussion Etiquette" 176 [4] TLE 10-12 "Place Mat" 106 [5] TLE 10-12 "PMI (Plus, Minus, Interesting)" 116 [6] TLCC 7-12 "Determining Key Ideas" 166

Interpreting Texts

1.5 develop and explain interpretations of both simple and complex oral texts, using evidence from the text and the oral and visual cues used in it to support their interpretations *(e.g., compare live recordings of songs with studio versions to determine the strengths and weaknesses of each format; select or create a visual to accompany a monologue)*

Teacher prompt: "What audio and visual cues in the text might explain differences in interpretation among your classmates?"

Extending Understanding of Texts

1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them *(e.g., listen to a classmate's presentation about a co-op placement and then share their own co-op experience; respond in role as a character from an oral text while being interviewed by another student; compare and contrast their own and their classmates' reactions to a celebrity interview on a television talk show)*

Teacher prompt: "What aspects of this presentation will help you to prepare for your own? What specific techniques from this presentation will you use in your own?"

Analysing Texts

1.7 analyse both simple and complex oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response *(e.g., examine and compare the strategies that candidates running for school council use in their speeches to promote themselves; examine the techniques used in radio infomercials to entertain and inform[7])*

Teacher prompts: "What did the candidate say to convert her critics? How did she say it? What gestures did she use while speaking? How did these gestures support and advance her message?" "How might the gesture be adjusted to deliver a different message?"

Critical Literacy

1.8 identify the perspectives and/or biases evident in both simple and complex oral texts and comment on any questions they may raise about beliefs, values, identity, and power *(e.g., compare the use of stereotypes in two comedy routines; compare recordings of the same song by a male and a female artist)*

Teacher prompts: "How do these comedians use stereotypes to appeal to their target audience? How would the routines have to change to present fairer and more equitable gender representations?" "How does meaning change with the gender of the singer?"

Understanding Presentation Strategies

1.9 explain how several different presentation strategies are used in oral texts to inform, persuade, or entertain *(e.g., listen to the opening music of several different news programs to identify and compare the ways in which they appeal to a specific audience; critique a mock job interview to identify effective and ineffective verbal and non-verbal language)*

Teacher prompt: "What does each theme song convey about the contents of the news program that follows? What differences can you note between the two theme songs in terms of pace, repetition, and the use of sound effects?"

2. Speaking to Communicate

By the end of this course, students will:

Purpose

2.1 communicate orally for several different purposes, using language appropriate for the intended audience *(e.g., participate in a small-group discussion in order to reach a consensus;[8] explain evacuation procedures to a new student; participate in a choral reading performed for another class; give specific and relevant examples from a recent field trip to inform fellow students who were absent; support and defend personal opinions in a class debate;[9] present an oral report summarizing the main ideas from a jigsaw activity[10])*

Teacher prompts: "How might your recounting of a funny story be different when told to an audience of adults rather than an audience of your peers?" "How can you plan your presentation to make sure all of your audience members feel included and understand your key points when you are talking?"

Interpersonal Speaking Strategies

2.2 demonstrate an understanding of several different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences *(e.g., use direct, strong, yet polite language and tone when registering a complaint with customer service about a faulty product;[11] acknowledge others' ideas before challenging their*

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[7] TL Media 7-10 "Evaluating the Effectiveness of Media Messages" 28 [8] TLCC 7-12 "Group Roles" 158 [9] TLCC 7-12 "Effective Presentation Skills" 196 [10] TLCC 7-12 "Jigsaw" 170 [11] TLCC 7-12 "Discussion Etiquette" 176

views;[12] *avoid the use of personal, defamatory, and prejudicial comments; recognize and adhere to time limits and other constraints*[13]*)*

Teacher prompts: "What is the most effective way to present your complaint about the product?" "How do you react when someone speaks to you in a loud voice? What techniques can you use to express an opposing opinion politely?"

Clarity and Coherence

2.3 communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience *(e.g., present an argument that has a clearly stated purpose, point-by-point development, and relevant supporting details; plan and produce a radio broadcast;*[14] *rehearse appropriate responses to possible interview questions with a peer, and clarify responses after listening to the peer's constructive criticism)*

Teacher prompts: "How does planning your presentation ahead of time help you present in an organized manner that is suitable for your purpose?"

Diction and Devices

2.4 use appropriate words, phrases, and terminology, and several different stylistic devices, to communicate their meaning and engage their intended audience *(e.g., use workplace terminology and specific details to report an accident to their manager in a role play; use appropriate language to tell a story about a personal experience on vacation*[15]*)*

Teacher prompt: "What specific words are used for effective communication in your workplace setting? How do you change the way you speak when you are dealing with customers or clients versus co-workers?"

Vocal Strategies

2.5 identify several different vocal strategies and use them selectively and with sensitivity to audience needs *(e.g., adjust tone and volume when presenting the "for" and "against" positions on using animals in research; use changes of pitch and pace to differentiate between characters in a story*[16]*)*

Teacher prompts: "How can you adapt the tone of your voice to invite others to contribute to a small-group discussion?" "How can you use changes in volume to add intensity or emphasize meaning in an oral presentation?"

Non-Verbal Cues

2.6 identify several different non-verbal cues and use them, with sensitivity to audience needs, to help convey their meaning *(e.g., make eye contact with the audience during a question-and-answer session or while sharing information;*[17] *use role play to demonstrate appropriate body language for particular workplace situations, such as being interviewed for a job or dealing with an irate customer; use appropriate non-verbal cues to ask for assistance from the teacher)*

Teacher prompts: "How does maintaining eye contact with your audience affect their level of interest?" "What effect does physical proximity have on your listeners?"

Audio-Visual Aids

2.7 use several different audio-visual aids to support and enhance oral presentations *(e.g., use a video clip to support a discussion about images of gender; select three props or costume pieces to enhance a monologue; create an overhead to outline important ideas in an oral report; create a compilation of music to accompany a presentation)*

Teacher prompt: "How does this video clip help the speaker to communicate the message effectively?"

3. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

3.1 describe several different strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify several specific steps they can take to improve their oral communication skills *(e.g., explain how varying their speaking strategies in the future will improve their delivery; describe the preparation strategies they used before making an oral presentation and comment on the effectiveness of these strategies)*

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[12] TLCC 7-12 "Triangle Debate" 186 [13] TLCC 7-12 "Effective Presentation Skills" 196 [14] TL Media 7-10 "Producing a Public Announcement for the Radio" 33 [15] TLCC 7-12 "Think/Pair/Share" 152 [16] TLCC 7-12 "Effective Presentation Skills" 196 [17] TLCC 7-12 "Effective Presentation Skills" 196

Teacher prompts: "How could this misunderstanding have been avoided through the use of listening skills? Would the outcome have been different if more thought had been given to word selection?" "What strategies do you use to make sure your message reaches a diverse audience?"

Interconnected Skills

3.2 identify a variety of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills *(e.g., explain how creating media texts helps them organize an oral presentation; explain how viewing a film on workplace safety helps them prepare for an oral report on the topic)*

Teacher prompts: "How did writing an evaluation of a peer's presentation help you to improve your own delivery?" "What strengths do you have as a reader that you could use to help you become a better listener?"

READING AND LITERATURE STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Reading for Meaning:** read and demonstrate an understanding of a variety of informational, graphic, and literary texts, using a range of strategies to construct meaning;
2. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. **Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Variety of Texts

1.1 read several different short, contemporary, student- and teacher-selected texts that come from diverse cultures and reflect a variety of perspectives on current issues, identifying specific purposes for reading *(e.g., summarize the events in a narrative; research a product in a selection of fashion or automotive publications;[1] identify significant events in the life of a person from a country that you would like to learn more about, based on an online biography; summarize a range of opinions on a contemporary issue after reading three short texts of different forms that present differing perspectives on the issue[2])*

Teacher prompt: "Review your list of the different texts you've read this semester. Which ones did you enjoy reading most? Why? What is it about a text that captures your interest or motivates you to read?"

Using Reading Comprehension Strategies

1.2 use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts *(e.g., skim an article to identify key points; collaborate with classmates to predict the conclusion of a short story; visualize and sketch the characters in a novel, then use a mind map to represent and track their relationships; make connections between the text and their own experiences, using a Rapid Writing strategy[3])*

Teacher prompts: "How does your visual image of the character compare with your partner's? How do you account for the differences?" "What are the key points that you have discovered by skimming the article?" "What connections can you now see between the characters that you didn't notice before completing the mind map?"

Demonstrating Understanding of Content

1.3 identify the important ideas and supporting details in both simple and complex texts *(e.g., summarize the key ideas from a newspaper article, using a "5 W's and How" graphic organizer; summarize the events of the plot of a novel, using a fishbone organizer;[4] compare opposing opinions in two letters to the editor, using a Venn diagram)*

Teacher prompts: "What are the main events that develop the plot of the novel?" "How would you summarize the main argument in each of the letters to the editor? List the evidence each writer provides to support his or her argument."

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1. TL Technological Education 9-12 "Reading Graphical and Informational Texts" 14, 20 2. TLE 10-12 "Venn Diagram" 96 3. TLCC 7-12 "Rapid Writing" 98 4. TLE 10-12 "Fishbone Organizer" 63

Making Inferences

1.4 make and explain inferences about both simple and complex texts, supporting their explanations with stated and implied ideas from the texts *(e.g., make a hypothesis about a company's safety practices based on evidence in a workplace incident report; identify the target market for a product based on evidence in a print advertisement*[5]*)*

Teacher prompts: "What can you conclude about the company's training program based on what you read in the workplace incident report?" "What particular features of this advertisement suggest its target market?"

Extending Understanding of Texts

1.5 extend understanding of both simple and complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them *(e.g., compare the experience of a teen in a story with their own experience; compare the values promoted in an advertisement with their own values; compare the ideas in other texts they have read on the same topic or theme)*

Teacher prompts: "What insights did you gain from this story that might lead you to act differently in a similar situation?" "What seems to be important to the characters represented in this ad? Are the same things important to you?" "What impact does the cultural, racial or faith identity of the individuals in the article have on your response to their situation?"

Analysing Texts

1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements *(e.g., explain how the theme of a short story becomes apparent as the plot of the story unfolds; explain how details, anecdotes, and examples are used to support the author's thesis in an article; explain how the detailed sequencing of steps helps to clarify a procedure; explain how the repetition of a phrase in a song reinforces the message of the song)*

Teacher prompts: "Explain how the conflict between the characters is used to illustrate the main theme of the story." "What moments in the story made you think this might happen?"

Evaluating Texts

1.7 evaluate the effectiveness of both simple and complex texts, using evidence from the text to support their opinions *(e.g., sort and classify information from a report to determine whether the evidence effectively supports the conclusions; determine whether they find the argument in an opinion piece effective, based on the facts and ideas presented in the piece and the way in which they are presented)*

Teacher prompts: "Did you find the author's conclusions in the report convincing? Why or why not?" "What do you think accounts for the impact of the argument in this opinion piece? Does it have to do with the building up of evidence, from the least significant to the most persuasive?"

Critical Literacy

1.8 identify the perspectives and/or biases evident in both simple and complex texts and comment on any questions they may raise about beliefs, values, and identity *(e.g., describe the attitudes or values revealed in texts found on their favourite website; comment on the reliability of the narrator in a short story; review a workplace brochure, a promotional booklet from a local department store, or a mail-order catalogue for inclusivity)*

Teacher prompts: "Is there any evidence of bias in the protagonist's words? How might another character have told the story?" "What values and beliefs are evident in the brochure you are studying?" "Who are the people represented in this advertisement? Who is missing?"

2. Understanding Form and Style

By the end of this course, students will:

Text Forms

2.1 identify several different characteristics of informational, graphic, and literary text forms and explain how they help communicate meaning *(e.g., a supported opinion contains an opening, stated opinions, transitional words or phrases, supporting details, and a conclusion; an explanation of procedure outlines the sequence of steps or events and describes the goal of the procedure and the materials and methods used; television listings and bus schedules are organized in ways that communicate information most efficiently for the purpose)*

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[5] TLCC 7-12 "Reading Between the Lines (Inferences)" 40

Teacher prompts: "How would you find the exact time a bus would be expected at your stop on a given day?" "What differences can you identify in the organization of these two reports? Why do you think they are different?"

Text Features

2.2 identify several different text features and explain how they help communicate meaning *(e.g., explain the function of columns, sidebars, and diagrams in newspaper and magazine articles; explain how navigational aids, such as drop-down menus, links, and icons, help a reader to find information on a website; explain how visual elements, such as borders, shading, italics, bullets, and numbered lists, improve the readability of a report)*

Teacher prompts: "Why do you think this portion of the text is shaded?" "Explain how an index helps you locate information." "What kinds of navigational aids are used on your favourite website?"

Elements of Style

2.3 identify several different elements of style in both simple and complex texts and explain how they help communicate meaning and enhance the effectiveness of the text *(e.g., repetition may be used to create emphasis in a persuasive article; the choice of words can create a serious tone and a sense of urgency in a fire safety pamphlet; contrast and reversal may create tension or humour in a poem; colloquial language can convey important information about a character in a play, novel, or short story)*

Teacher prompts: "Which words and phrases are repeated in the article? What effect does the repetition create? What are some other words the author could have used instead?" "What do you notice about this character's language in the play? How is it different from the language used by other characters? Why did the author use a different style or level of language for this character?"

3. Reading With Fluency

By the end of this course, students will:

Reading Familiar Words

3.1 automatically understand most words in several different reading contexts *(e.g., words from grade-level texts; words from texts chosen for shared, guided, and independent reading; terminology associated with contracts, reports, and workplace documents)*

Teacher prompt: "What words in the report are familiar to you? Where else have your seen those words used? How can you use those words in another context?"

Reading Unfamiliar Words

3.2 use appropriate decoding strategies to read and understand unfamiliar words *(e.g., check the sidebars for clues to the meaning of the word; locate the word in the glossary; find previous uses of the word in the text and try to grasp its meaning from the context; create a career-specific vocabulary list)*

Teacher prompts: "What features in the text can help you to decode unfamiliar words? Which is more helpful – the sidebars or the glossary?" "How is this word related to the roots and prefixes we studied earlier?" "Does this word remind you of a word you know from another language?"

Developing Vocabulary

3.3 identify and use several different strategies to expand vocabulary, with an emphasis on recognizing synonyms and antonyms, and homophones and homonyms *(e.g., keep a personal list of new words and phrases encountered in texts; use a dictionary and/or thesaurus to find more appropriate words for a specific context; identify familiar prefixes, suffixes, and root words in unfamiliar technical terminology; think of words and phrases to describe a friend and then use a thesaurus to locate synonyms)*

Teacher prompts: "What is the difference between a homophone [*there/their, bear/bare*] and a homonym [*rock music/rock wall*]?" "Why is it important to know that some words sound the same but are spelled differently and mean different things? How can this information help you communicate more effectively?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe several different strategies they used before, during, and after reading; explain which ones they found most helpful; and identify several specific steps they can take to improve as readers *(e.g., use a Likert scale to rate their understanding and use of specific strategies;[6] create a rough pie chart to show the relative frequency with which they use various*

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[6] TLE 10-12 "Scales" 34

strategies; describe the similarities and differences in the way they read an incident report and a short story)

Teacher prompts: "How did previewing the vocabulary and talking about unfamiliar words affect your reading of the report?" "Explain to a peer how you used context clues in the story to figure out an unfamiliar word." "What strategies do you use to remember what you read?"

Interconnected Skills

4.2 identify several of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively *(e.g., write a journal entry explaining how viewing a film adapted from a novel affected their understanding of that novel)*

Teacher prompts: "Did seeing the movie help you understand the plot and characters of the novel better, or in a different way?" "How does making summary notes about a story help to increase your understanding?" "How does creating a visual representation of the information in a text help you understand the information?"

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of informational, graphic, and literary forms and stylistic elements appropriate for the purpose and audience;
3. **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of this course, students will:

Identifying Topic, Purpose, and Audience

1.1 identify the topic, purpose, and audience for several different types of writing tasks *(e.g., an opinion piece about an Aboriginal issue for a school or community newsletter; a brochure describing activities offered by their school for a student audience;*[1] *a letter of application for a job in a local company; a narrative about a personal experience for a class publication)*

Teacher prompt: "Is this brochure for students now attending this school, or for students who may be interested in attending it? How will your decision about the target audience affect the content of the brochure?"

Generating and Developing Ideas

1.2 generate and focus ideas for potential writing tasks, using several different strategies and print, electronic, and other resources, as appropriate *(e.g., ask themselves questions to identify their prior knowledge about the topic and the information they need; in small groups, use a graphic organizer to record and focus the ideas they generate for their topic;*[2] *conduct a class survey to gather opinions about a local issue they are considering as a topic, and record the opinions in a table or a chart for later review; search online library catalogues to identify potential sources of information; keep records of sources used and information gathered in a form that makes them easy to understand and retrieve, such as a T-chart)*

Teacher prompt: "What writing ideas were generated by your group? How did you focus these ideas to decide on a particular topic?"

Research

1.3 locate and select information to support ideas for writing, using several different strategies and print, electronic, and other resources, as appropriate *(e.g., create a research plan and track their progress using a print template; identify several types of sources that are most likely to provide relevant information for their assignment, such as newspaper articles, multimedia resources, or interviews with community, neigbourhood, or family members; use key word searches and other browsing strategies when using search engines and Internet directories to locate specific information relevant to their topic; record all sources of information in a list of works cited or references, observing conventions for proper documentation and full acknowledgement of sources and extracts, in recognition of the need to credit original authors and promote academic honesty; use a checklist to evaluate sources and information for reliability, objectivity, and comprehensiveness)*

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[1] TLCC 7-12 "Writing an Explanation" 148 [2] TLE 10-12 "PMI Place Mat" 116

Teacher prompts: "How have discussions with your peers and family about your research project helped you progress with it?" "What does *plagiarism* mean, and why do you think people plagiarize? Why is it wrong?"

Organizing Ideas

1.4 identify, sort, and order main ideas and supporting details for writing tasks, using several different strategies and organizational patterns suited to the content and the purpose for writing *(e.g., in small groups, cluster key ideas to develop an agenda for a meeting of the yearbook committee; use a storyboard to order elements chronologically for a comic strip;*[3] *use a form such as a T-chart to list and to compare and contrast the qualities of two products, in preparation for writing a report recommending one of the products over the other)*

Teacher prompts: "What criteria are you using to determine the most important items for your agenda and the 'supporting ideas' that would be discussed under each item?" "What elements would you put on a labelled diagram to explain how a DVD player works?"

Reviewing Content

1.5 determine whether the ideas and information gathered are relevant to the topic, sufficient for the purpose, and meet the requirements of the writing task *(e.g., skim their notes to pinpoint the ideas and information most relevant to their topic, marking them with sticky notes, and then determine if any important information is missing)*

Teacher prompts: "Is your information complete, and does it represent all relevant perspectives? If not, what further research could you do to minimize gaps?" "What information from your survey of the summer job experiences of your peers will help you to design your résumé?"

2. Using Knowledge of Form and Style

By the end of this course, students will:

Form

2.1 write for different purposes and audiences, using several different informational, graphic, and literary forms *(e.g., a magazine article about a human interest story; a poem, based on the model of a poem studied in class; a supported opinion, in the form of a letter to the editor, about gender stereotyping in the media; an illustrated short story or poem for preschool children)*

Teacher prompt: "You've been asked to tell this human interest story in a magazine article. In what other forms have you encountered human interest stories? In what ways would a news report differ from a magazine article on the story?"

Voice

2.2 establish an identifiable voice in their writing, modifying language and tone to suit the form, audience, and purpose for writing *(e.g., use the appropriate level of language, including slang or jargon, to create a rap; use vivid descriptive language to create a particular mood or tone in a poem; use a businesslike tone and an appropriate level of language in a memo to staff about emergency evacuation procedures in case of a fire)*

Teacher prompt: "Pretend you are writing an advertisement. How can you make the voice distinctive, so that the ad will be memorable?"

Diction

2.3 use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear and vivid for their intended audience *(e.g., describe a location in some detail; make a list of active verbs that could depict a character's way of walking or talking, and choose the most evocative ones to use in a descriptive paragraph*[4]*)*

Teacher prompts: "Which of the descriptions in this piece of writing could be more vivid?" "How does a good description affect you? Can you visualize the scene, or feel the character's emotions as a result of the description?"

Sentence Craft and Fluency

2.4 write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length for different purposes and making logical transitions between ideas *(e.g., combine short sentences, where appropriate, to clarify meaning and improve flow; use transitional words to show the relationship between the ideas in two or more sentences*[5]*)*

Teacher prompt: "Are you using the same few transitional words over and over? Make a list of transitional words, and keep it handy for future reference."

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[3] TLE 10-12 "Reading Different Text Forms" 36 [4] TLE 10-12 "Sentence Starters" 46 [5] TLE 10-12 "Revising and Editing: The Verb 'To Be'" 56

Critical Literacy

2.5 explain how their own beliefs, values, and experiences are revealed in their writing *(e.g., examine their writing to check for bias and to determine whether their language and ideas are inclusive and non-discriminatory;[6] write a script in which two characters hold different positions on a current issue in the news; explain in a personal essay their response to cultural expectations they have encountered in their work experiences)*

Teacher prompts: "How do you think the language you have used in this piece of writing reflects your values?" "What other points of view have you considered?" "Which of these two characters more closely reflects your own perspective on the subject?"

Revision

2.6 revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies *(e.g., identify wording in their work that indicates a gender bias, and substitute gender-neutral language; identify sentences in a piece of writing that are out of place and reorganize to improve the flow of ideas; determine whether the repetition of a key word or phrase for emphasis would reinforce their argument and/or enhance the effectiveness of their text[7])*

Teacher prompts: "Have you varied the type and length of your sentences to make your writing more interesting for the reader?" "Does your writing tell your readers everything they need to know in order to understand your argument?" "How has your revision made your text clearer?"

Producing Drafts

2.7 produce revised draft pieces of both simple and complex texts written to meet criteria identified by the teacher, based on the curriculum expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)*

Teacher prompt: "Before you submit your revised set of instructions, check to ensure that no steps are missing."

3. Applying Knowledge of Conventions

By the end of this course, students will:

Spelling

3.1 use knowledge of spelling rules and patterns, several different types of resources, and appropriate strategies to spell familiar and new words correctly *(e.g., apply spelling patterns such as "*i *before* e *except after* c*" appropriately; maintain lists of words learned from shared, guided, and independent reading texts to help them spell words correctly; check their spellings in available print and electronic resources; apply their knowledge of root words, prefixes, and suffixes to spell technical words correctly[8])*

Teacher prompt: "Did you use the spelling tool in your word-processing program to check the spellings in your text?"

Vocabulary

3.2 build vocabulary for writing by confirming word meaning(s) and reviewing word choice, using several different types of resources and strategies, as appropriate for the purpose *(e.g., refer to classroom word walls;[9] consult a variety of print and online resources that are appropriate to their purpose, including glossaries, word banks, and technical dictionaries, to confirm meanings of words; maintain lists of technical words encountered in trade or professional publications, and determine how these words are formed from root words, prefixes, and suffixes[10])*

Teacher prompt: "What other words or phrases would convey your meaning more clearly in this report?"

Punctuation

3.3 use punctuation correctly to communicate their intended meaning *(e.g., use quotation marks to set off words and phrases taken from sources; use punctuation that is appropriate to their purpose and to the form of their writing, including forms such as letters, memos, and notes)*

Teacher prompt: "Read your work aloud, pausing where you have used commas and periods, so that the group can help you determine if any punctuation is missing."

Grammar

3.4 use grammar conventions correctly to communicate their meaning clearly *(e.g., write complete and correct simple, compound, complex, and compound-complex sentences;[11] consistently make verbs agree with subjects and pronouns agree with antecedents)*

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[6] TL Library 7-12 "Reacting to Reading: Critically Evaluating Resources" 18 [7] TLCC 7-12 "Revising and Editing: Asking Questions to Revise Writing" 128 [8] TLE 7-9 "Sample Roots and Prefixes" 54 [9] TLCC 7-12 "Creating a Word Wall" 30 [10] TLE 7-9 "Sample Roots and Prefixes" 54 [11] TLE 10-12 "Modelled Writing" 51

Teacher prompt: "Could you combine these short sentences to make a more interesting longer sentence? Which connecting words would you use? Does the punctuation need to be changed?"

Proofreading

3.5 proofread and correct their writing, using guidelines developed with the teacher and peers *(e.g., review drafts using an editing checklist specific to the writing task; use a highlighter to identify questionable words or phrases that they need to check for correct usage[12])*

Teacher prompt: "What words did you highlight as possible errors when you reread the piece? Have you checked those words to confirm their meaning and their spelling?"

Publishing

3.6 use several different presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to engage their audience *(e.g., select the most appropriate fonts, graphics, and layout for a brochure, keeping their purpose and audience in mind; make the appropriate changes to adapt an electronic template for a facsimile to one for a memo)*

Teacher prompt: "What visual will you use as your centre of interest? Where could you place it? How would you arrange text around it?"

Producing Finished Works

3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)*

Teacher prompt: "What important points have you learned about creating a brochure? What are some important considerations you could include on a checklist for brochures that you could review before submitting your finished work?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe several different strategies they used before, during, and after writing; explain which ones they found most helpful; and identify several specific steps they can take to improve as writers *(e.g., describe how brainstorming in a small group helped them generate ideas for writing; describe specific ways in which reading a piece of writing aloud to a partner for feedback helped them to improve it)*

Teacher prompts: "What strategy for generating ideas would be worth trying again?" "Describe a problem you encountered while working on this assignment, and how you resolved it." "What would you do differently if you had the opportunity to redo this assignment?"

Interconnected Skills

4.2 identify several different skills they have in listening, speaking, reading, viewing, and representing, and explain how these skills help them write more effectively *(e.g., describe how listening to the lyrics of a particular song has improved their ability to write and/or enriched their writing)*

Teacher prompt: "How did listening closely to the way teenagers talk to one another after school help you write the dialogue for your scene?"

Portfolio

4.3 select several examples of different types of writing that they think most clearly reflect their growth and competence as writers, and explain the reasons for their choice *(e.g., select a piece of writing for a class anthology and explain why they think it is a good example of their work; choose several pieces for a literacy portfolio that reflect their growth over time, explaining how each one demonstrates an improvement in their writing skills)*

Teacher prompt: "Which pieces of your writing best reflect your writing skills? Why did you choose these pieces?"

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[12] TLCC 7-12 "Peer Editing" 132

MEDIA STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
2. **Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of this course, students will:

Purpose and Audience

1.1 explain how both simple and complex media texts are created to suit particular purposes and audiences *(e.g., documentaries are made for an audience that expects them to be factual and accurate, and they use on-location footage and interviews with experts to support their authenticity*[1]*)*

Teacher prompts: "How would you characterize the audience for an afternoon radio call-in show? A late-night jazz program?" "Why do television 'infotainment' show hosts give previews of upcoming items in the program?"

Interpreting Messages

1.2 interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey *(e.g., images of models and uncrowded beaches in travel brochures create specific impressions of the destinations;*[2] *the use of a "movie trailer" format in advertisements for video games encourages players to expect excitement and drama from the games)*

Teacher prompt: "How do car, truck, and motorcycle brochures use photographs, written text, fonts, and colour to create favourable impressions of their products?"

Evaluating Texts

1.3 evaluate how effectively information, ideas, issues, and opinions are communicated in both simple and complex media texts and decide whether the texts achieve their intended purpose *(e.g., determine how well a television sitcom communicates messages about accepting or accommodating diversity; determine how appropriate an endorsement by a specific celebrity is for a particular product*[3]*)*

Teacher prompt: "How well do the signs in this [*supermarket/library/big-box store/mall*] communicate what customers need to know? How could they be improved to serve customers of diverse ages, cultures, and abilities as well as possible?"

Audience Responses

1.4 identify and explain different audience responses to selected media texts *(e.g., suggest reasons why feature films are rated acceptable for different audiences by the Ontario Film Review Board; suggest reasons why an adult and a teenager might respond differently to a video game)*

Teacher prompt: "Why might you, your parents, and your teachers disagree about the age classification on a video game?"

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[1] TL Media 7-10 "Exploring the Key Concepts of Media Literacy" 2 [2] TL Media 7-10 "Reading Between the Lines (Predictions)" 10
[3] TL Media 7-10 "Evaluating the Effectiveness of Media Messages" 28

Critical Literacy

1.5 identify the perspectives and/or biases evident in both simple and complex media texts, and comment on any questions they may raise about beliefs, values, and identity *(e.g., identify the values suggested by depictions of destinations in travel brochures and on websites; describe common features of portrayals of Aboriginal peoples in Canadian media and the impression they create)*

Teacher prompts: "Why do you think these travel brochures depict the local residents in 'exotic' clothing or situations? What is the intended effect on potential customers?" "What pictures might have been deliberately left out of these brochures, and why?" "What insights did you gain about Aboriginal peoples from this film by an Aboriginal filmmaker? How did portrayals in it differ from depictions you've seen in news reports and the popular media?"

Production Perspectives

1.6 explain how several different production, marketing, and distribution factors influence the media industry *(e.g., identify and explain factors that influence decisions about which movies will be made, including factors such as the potential for product placements and/or profitable "spin-offs" like toys or fashions)*

Teacher prompt: "Can you give some examples of the use of 'product placement' in television shows? What is its purpose?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of this course, students will:

Form

2.1 identify general characteristics of several different media forms and explain how they shape content and create meaning *(e.g., radio dramas use sound effects to create mental pictures for listeners; photographs of food in advertising use visual signals – of steam rising, cheese melting, and so on – to suggest taste sensations to viewers;[4] music videos use images and various film and editing techniques to present visual interpretations of popular songs)*

Teacher prompts: "Why do you think the film version of a story left out particular scenes and/or details that were in the book?" "Do the visual elements in this music video emphasize a particular aspect of the song, or represent a particular interpretation of the lyrics? Does the interpretation of the song in the video differ from your own interpretation of it? In what way?"

Conventions and Techniques

2.2 identify several different conventions and/or techniques used in familiar media forms and explain how they convey meaning and influence their audience *(e.g., movie ads in newspapers and DVD covers cite reviewers' quotes, star ratings, and Oscar nominations to convince potential customers a movie is worth seeing; framing, camera angle, lighting, and editing are techniques used in filmmaking to convey meaning and create mood)*

Teacher prompts: "Why does a newspaper start several stories on the front page and continue them on inside pages?" "How do the advertisements in a newspaper relate to the content of a particular section?" "What effect did the fast-paced music and editing have in this scene of the movie?"

3. Creating Media Texts

By the end of this course, students will:

Purpose and Audience

3.1 describe the topic, purpose, and audience for media texts they plan to create *(e.g., a poster to caution workers about the need for safe storage and handling of hazardous materials)*, and identify specific challenges they may face in achieving their purpose

Teacher prompt: "What kind of ad campaign might help persuade jobless young people to seek training to acquire marketable skills?"

Form

3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create and explain why it is an appropriate choice *(e.g., explain why a poster would be a good way to inform students about safety procedures to be followed in the science lab; explain why an e-zine is a good way to publicize and celebrate the work of student writers, photographers, and illustrators)*

Teacher prompt: "What media form might be most effective for a presentation on workplace safety?"

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[4] TL Media 7-10 "Reading Between the Lines (Predictions)" 10

Conventions and Techniques

3.3 identify several different conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help communicate meaning *(e.g., conventions/techniques for a music CD cover: a photo featuring the musician(s) that evokes a mood or shows a setting related to the title piece or theme of the CD)*

Teacher prompt: "What standard elements would you need to include in the packaging for a Canadian energy bar? Why are they important?"

Producing Media Texts

3.4 produce media texts for several different purposes and audiences, using appropriate forms, conventions, and techniques *(e.g., a short workplace video on a technical topic[5])*

Teacher prompt: "What type of media text could you create to commemorate an important event in your family? What elements would you include in your display to commemorate your family's history?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe several different strategies they used in interpreting and creating media texts, explain which ones they found most helpful, and identify several specific steps they can take to improve as media interpreters and producers *(e.g., explain how the ability to identify and interpret implicit messages in media texts helps them detect media manipulation in everyday situations)*

Teacher prompt: "What skills or strategies do you find most useful before, during, and after viewing a media text? Are there other skills or strategies you don't use regularly that might be helpful in future?"

Interconnected Skills

4.2 explain how their skills in listening, speaking, reading, and writing help them interpret and produce media texts *(e.g., the ability to vary their tone and pace in an oral presentation to hold the attention of the audience can help them produce a compelling podcast)*

Teacher prompt: "How does participating in a discussion about a topic help you focus your ideas for a media production about the topic?"

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[5] TL Media 7-10 "Producing a Public Service Announcement" 20

English, Grade 12

University Preparation ENG4U

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: English, Grade 11, University Preparation

Key to Footnote References

The footnotes throughout this course contain abbreviated references to teacher resource guides in the ministry's "Think Literacy Library", available on the ministry website, at **www.edu.gov.on.ca**. The guides are identified as follows:

- TLCC 7-12 refers to the main guide, *Think Literacy: Cross-Curricular Approaches, Grades 7–12.*
- TLE 7-9 and TLE 10-12 refer to the subject-specific guides for Language/English, Grades 7–9, and English, Grades 10–12.
- Other subject-specific guides are identified by the initials "TL", followed by the name of the subject (e.g., Computer Integration; Library Research; Media; Technological Education) and the grades the resource guide covers (e.g., TL Computer Integration 7-12).

ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of this course, students will:

Purpose

1.1 identify the purpose of a wide range of listening tasks and set goals for specific tasks *(e.g., prepare counterarguments during a debate;*[1] *record important ideas and supporting details during a class lecture; understand how to complete the online university, college, and OSAP applications after a presentation on the topic)*

Teacher prompt: "What listening strategies help you to identify and record the main ideas in a lecture? Which strategy works best for you? How does this change in different situations?"

Using Active Listening Strategies

1.2 select and use the most appropriate active listening strategies when participating in a wide range of situations *(e.g., pose questions to a student presenter that require the presenter to justify and extend his/her beliefs;*[2] *understand and acknowledge a dissenting opinion in a small-group discussion*[3]*)*

Teacher prompt: "When you disagree with the ideas of a classmate, how do you respectfully communicate your position?"

Using Listening Comprehension Strategies

1.3 select and use the most appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including complex and challenging texts *(e.g., read and prepare a written response to an assigned text before an in-class discussion on the text; use a student-generated checklist to assess a student presentation; deconstruct a speech in order to understand it)*

Teacher prompts: "What effect does familiarizing yourself with the subject have on your ability to understand the documentary?" "What listening skills do you use to understand popular texts?"

Demonstrating Understanding of Content

1.4 identify the important information and ideas in oral texts, including complex and challenging texts, in a variety of ways *(e.g., prepare a summary of a lecture, a televised address, or the plotline of a play watched as a class; listen to a segment of audio from a Shakespeare play and create an image that represents the scene)*

Teacher prompts: "What insights about the book's main ideas did you gain as a participant in the book club?" "What was the main evidence on each side of the debate?"

Interpreting Texts

1.5 develop and explain interpretations of oral texts, including complex and challenging texts, using evidence from the text and the oral and visual cues used in it insightfully to support

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1. TLCC 7-12 "Triangle Debate" 186 2. TL Library Research 7-12 "Testing Ideas with Peer-to-Peer Consultation" 28 3. TLCC 7-12 "Jigsaw" 170

their interpretations *(e.g., explain how the group used dramatic conventions to strengthen their performance of the poem; listen to two different versions of a Shakespearean soliloquy and compare the nuances of each actor's performance; compare two versions of the same song or speech, one in audio form and one in video form, to examine how the meaning is conveyed in each)*

Teacher prompts: "How has the speaker used visual cues to support his message?" "How has the actor used silences and pauses to convey meaning?"

Extending Understanding of Texts

1.6 extend understanding of oral texts, including complex and challenging texts, by making insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them *(e.g., actively listen to arguments in a debate in order to refute others' interpretations; listen to an advertising campaign in order to detect any flawed logic;*[4] *compare two oral biographies on the same celebrity to modify any personal preconceptions)*

Teacher prompts: "To what extent have the ideas in the group presentation changed your ideas about the novel?" "What similarities and differences are there between the two biographies? What explanation might there be for any discrepancies?"

Analysing Texts

1.7 analyse oral texts, including complex and challenging texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response *(e.g., evaluate how the participants in an expert panel discussion establish authority and credibility; debate how successful the panel was in informing its audience about the topic discussed; listen to two similar speeches and compare the organization and effectiveness of information, entertaining qualities, and persuasive techniques)*

Teacher prompts: "What techniques has the presenter used to establish her authority on the subject?" "To what extent have the entertaining qualities of the presentation enriched your understanding of the subject?"

Critical Literacy

1.8 identify and analyse in detail the perspectives and/or biases evident in oral texts, including complex and challenging texts, commenting with understanding and increasing insight on any questions they may raise about beliefs, values, identity, and power *(e.g., compare and analyse the meaning in the songs of several hip-hop artists; analyse the perspectives of various participants on an expert panel about global warming)*

Teacher prompts: "How subjective is this oral text? How does the text attempt to demonstrate objectivity?" "Is subjectivity valid as long as it is transparent to the audience? Why or why not?"

Understanding Presentation Strategies

1.9 evaluate the effectiveness of a wide variety of presentation strategies used in oral texts, including complex and challenging texts, and suggest other strategies that could be used effectively *(e.g., analyse the way in which tone, vocabulary, and rhetorical patterns are used in a formal speech; analyse the use of various choral reading techniques to communicate complex themes in a readers' theatre presentation; evaluate the importance of fluent and rehearsed reading of text excerpts in oral presentations in supporting the presenter's argument)*

Teacher prompt: "How did the use of readers' theatre in the presentation help to reveal the complex themes in the novel?"

2. Speaking to Communicate

By the end of this course, students will:

Purpose

2.1 communicate orally for a wide range of purposes, using language effective for the intended audience *(e.g., perform a readers' theatre presentation of a written text;*[5] *deliver a eulogy for a Shakespearean character; role-play an entrance interview at a postsecondary institution; lead a panel discussion)*

Teacher prompts: "How effectively did the presenters capture the emotional perspectives of the characters in the novel?" "How is the speaker's personal connection to the text reflected in his voice?"

Interpersonal Speaking Strategies

2.2 demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences *(e.g., rephrase statements for clarity;*[6] *synthesize the thread of a small-group discussion; give group members opportunities for reflective silence; deliver a summary of a group discussion that honours the contributions of all participants*[7]*)*

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[4] TLCC 7-12 "Triangle Debate" 186 [5] TLE 10-12 "Readers' Theatre Part II" 126 [6] TLCC 7-12 "Discussion Etiquette" 176
[7] TLE 10-12 "PMI (Plus, Minus, Interesting)" 116

Teacher prompts: "What specific speaking strategies are most effective in eliciting responses from your peers in a group discussion?" "How can you as a presenter use the introduction and conclusion of your presentation to establish a relationship with the audience?"

Clarity and Coherence

2.3 communicate in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience *(e.g., use passages from a novel to support a literary analysis of the novel in a presentation; synthesize relevant and significant material into a presentation;[8] select and use relevant visual aids to strengthen a dramatic presentation for an audience of teenagers)*

Teacher prompts: "What can you change in your dramatic reading of the text to highlight the important ideas of the text?" "How can pausing to reflect before responding to a question help you to communicate more effectively?"

Diction and Devices

2.4 use the most appropriate words, phrases, and terminology, and a variety of stylistic devices, to communicate their meaning in a compelling way and to engage their intended audience *(e.g., use descriptive language to evoke a particular mood in a dramatic presentation; use inclusive language during a presentation in order to acknowledge audience diversity; use catchphrases in a parody of a political speech;[9] use standard Canadian English in a formal presentation on an independent study topic)*

Teacher prompts: "What does analysing the language chosen for a persuasive speech teach you about how language can be used to influence behaviour and attitudes?" "What words or phrases in an oral text demonstrate an understanding of multiple sides of an issue?"

Vocal Strategies

2.5 identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them effectively and with sensitivity to audience needs and cultural differences *(e.g., control and vary tone to enhance a message; adjust volume to reflect emotionally charged material and language during a speech; adjust pace and pauses during a seminar presentation to allow listeners sufficient time to take notes)*

Teacher prompts: "How can you use tone, pace, pitch, volume, and repetition to suggest multiple perspectives in an oral narrative?" "When would it be appropriate to incorporate pauses during an oral presentation?"

Non-Verbal Cues

2.6 identify a variety of non-verbal cues, including facial expressions, gestures, and eye contact, and use them effectively to help convey their meaning and with sensitivity to audience needs and cultural differences *(e.g., adjust facial expressions to serve tone and message;[10] research and role-play various types of non-verbal cues used in different cultures)*

Teacher prompt: "How does your understanding of non-verbal communication affect the way you adapt your presentation and communication skills for different situations and audiences?"

Audio-Visual Aids

2.7 use a variety of audio-visual aids effectively to support and enhance oral presentations and to engage an audience *(e.g., integrate oral reading, overheads, presentation software, props, or video clips into a speech in order to create a cohesive presentation on an independent study topic; use multimedia techniques to enhance the production of a one-act play)*

Teacher prompt: "How can you integrate multimedia components into your presentation to communicate your ideas about the novel effectively and creatively?"

3. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

3.1 demonstrate insight into their strengths and weaknesses as listeners and speakers, and practise the strategies they found most helpful before, during, and after listening and speaking to improve their oral communication skills *(e.g., identify the environmental conditions that help them listen effectively; explain how they adjust their presentation strategies to reach a culturally diverse audience; assess their time-management and self-motivation strategies when preparing for a presentation and adjust as necessary)*

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[8] TL Library Research 7-12 "Planning for an Oral Presentation" 32 [9] TLE 10-12 "Speaking for a Specific Audience" 140
[10] TLCC 7-12 "Effective Presentation Skills" 196

Teacher prompts: "How is your learning style reflected in your presentation style?" "How do you adapt your learning style when listening to different kinds of presentations and other oral texts?" "How do you plan your presentation to anticipate the types of questions the audience or teacher might ask?"

Interconnected Skills

3.2 identify a range of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills *(e.g., identify the oral communication skills they will require for post-secondary education and write an action plan that addresses their identified needs; explain how deconstructing literary texts helps them create oral texts)*

Teacher prompts: "How does your ability to read for subtext help you understand and respond to audience needs?" "How can you use your understanding of text construction to create more effective oral presentations?"

READING AND LITERATURE STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Reading for Meaning:** read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
2. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. **Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Variety of Texts

1.1 read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading *(e.g., read editorials and articles in newspapers, magazines, or journals reflecting two opposing views of Canada as a multicultural society, to prepare for a debate; compare the information in a variety of university calendars and websites to identify the undergraduate program that best suits their interests and needs;*[1] *summarize a selection of critical essays about a text studied in class to enhance or challenge their own interpretation of the text*[2]*)*

Teacher prompt: "What ideas in this critical essay challenge your understanding of the novel?"

Using Reading Comprehension Strategies

1.2 select and use, with increasing facility, the most appropriate reading comprehension strategies to understand texts, including complex and challenging texts *(e.g., activate prior knowledge before reading by taking part in a fishbowl discussion; confer with the teacher during reading to clarify understanding and/or discuss an interpretation; role-play an interview with the main character of the story)*

Teacher prompt: "Now that you've finished reading the novel, what are some of the questions you'd like to discuss with your classmates?"

Demonstrating Understanding of Content

1.3 identify the most important ideas and supporting details in texts, including complex and challenging texts *(e.g., summarize the ideas in a critical essay about a literary work;*[3] *outline two contrasting interpretations of a scene from a Shakespeare play; outline the historical or political context of an Aboriginal writer's narrative)*

Teacher prompts: "What evidence from the text would you use to support your critical response?" "On what points do the arguments in these two critical essays differ?"

Making Inferences

1.4 make and explain inferences of increasing subtlety and insight about texts, including complex and challenging texts, supporting their explanations with well-chosen stated and implied ideas from the texts *(e.g., explain what the details in a story suggest about the author's attitude towards the subject; explain what made them begin to doubt the reliability of the narrator in a novel; identify and explain inferences that can be drawn from the home page of a website)*

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1. TLE 10-12 "Plus, Minus, Interesting" 116 2. TLCC 7-12 "Using a Concept Map" 48 3. TLCC 7-12 "Making Judgments – Both Sides Now" 74

Teacher prompts: "What inferences can we draw about the characters in this play from its setting in a mining town?" "What can you infer from the way this character is introduced?"

Extending Understanding of Texts

1.5 extend understanding of texts, including complex and challenging texts, by making rich and increasingly insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them *(e.g., compare the personal and moral evolution of the main character in a coming-of-age story with their own experience; read and summarize several essays expressing different perspectives on a topic in order to inform their own opinion; apply concepts from literary theories in their analyses of fictional texts; identify and explain parallels between the way an issue is presented in a text and the way a similar issue is playing itself out in current events)*

Teacher prompt: "What insights have you gained by reading this text? What possibilities can you imagine now that you might not have considered before reading this text?"

Analysing Texts

1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements *(e.g., analyse how syntax and stylistic devices are used in the characters' speeches to help build tension in a dramatic scene; analyse how literary devices are used in a short story to illuminate a theme; explain why the thesis of an article is strengthened by the author's exploration of a variety of perspectives on the topic; track significant words or images in an electronic version of a literary text to determine how they are used to reinforce certain themes and ideas)*

Teacher prompts: "How do the stage directions help to develop your understanding of the characters' relationships?" "What theme is developed through the relationship between these two secondary characters in the novel? How does this theme colour our interpretation of the main character's dilemma?"

Evaluating Texts

1.7 evaluate the effectiveness of texts, including complex and challenging texts, using evidence from the text insightfully to support their opinions *(e.g., evaluate whether the final scene in a play provides a credible and effective resolution that deepens the play's impact; devise a list of criteria for evaluating the strengths and weaknesses of poems and use it to evaluate a selection of poems studied in class; compare two newspaper editorials in terms of the persuasiveness of their arguments, referring to the role of the organizational pattern used in each)*

Teacher prompt: "Has this essay caused you to reconsider your position on the issue? To what do you attribute its impact?"

Critical Literacy

1.8 identify and analyse the perspectives and/or biases evident in texts, including complex and challenging texts, commenting with understanding and increasing insight on any questions they may raise about beliefs, values, identity, and power *(e.g., identify any significant social issues or concerns that are relevant to the topic of an opinion piece but are not addressed by the author; analyse texts for their use of inclusive or exclusive language; review the allusions made in a text to determine whether they reveal a bias on the author's part)*

Teacher prompts: "Which notable authors are not represented in this Top Ten list of Canadian authors? What might these omissions suggest about the list maker?" "What assumptions about gender roles are revealed in the depiction of characters in this story from the 1950s? What would you cite as evidence of these assumptions?" "To what degree do the women in this Shakespearean drama conform to the seventeenth-century European notion that women should be 'silent, chaste, and obedient'? What might their behaviour suggest about Shakespeare's attitude towards women?"

2. Understanding Form and Style

By the end of this course, students will:

Text Forms

2.1 identify a variety of characteristics of literary, informational, and graphic text forms and demonstrate insight into the way they help communicate meaning *(e.g., quoted material is used in a literary essay to support the analysis or argument, and the thesis is often restated and extended in the conclusion; recurring imagery and/or symbols often help to develop themes in poems, stories, and plays; the structure of a sonnet provides a framework for the poem's content)*

Teacher prompts: "What can you expect to find in the concluding couplet of a Shakespearean sonnet?" "How could you adapt a short story to a 'graphic novel' format? What literary elements would you need to preserve?"

Text Features

2.2 identify a variety of text features and demonstrate insight into the way they communicate meaning *(e.g., compare several editions of a Shakespeare play, noting design and font choices as well as features such as footnotes or endnotes and glossaries, to assess how these features improve the readability of the text; compare the paper type, use of colour, fonts and font sizes, and layouts in various informational texts, and explain how these features affect readability and influence the reader's response to the message)*

Teacher prompt: "Which edition of this play would you prefer to read? What features of this edition make it preferable to the other choices?"

Elements of Style

2.3 identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts *(e.g., analyse how diction is used to create pathos in a play; analyse the syntax in a passage from a novel and describe the effect it creates; explain how dramatic irony is used to create sympathy for the protagonist in a short story; analyse the layers of meaning that the use of an archetype lends to a poem, or that the use of allusions to myth and legend add to a contemporary Aboriginal writer's prose; show how juxtaposition is used to support the argument in an essay)*

Teacher prompts: "What effect do the historical and literary allusions in this essay have on the reader? Do they contribute to the persuasiveness of the arguments?" "What do the stage directions and the characters' diction in this part of the scene suggest about the relationship between the characters?"

3. Reading With Fluency

By the end of this course, students will:

Reading Familiar Words

3.1 automatically understand most words in a variety of reading contexts *(e.g., identify clichés and jargon in texts and suggest clearer, more specific wordings; identify words that signal organizational patterns in literary essays; analyse how familiar words are used to influence a mass audience in print and television advertisements)*

Teacher prompts: "What effect has the poet achieved by using common words in unfamiliar ways?" "Name some of the literary terms that have become familiar to you since Grade 10."

Reading Unfamiliar Words

3.2 use decoding strategies effectively to read and understand unfamiliar words, including words of increasing difficulty *(e.g., create a glossary or personal dictionary of specialized and technical language encountered in academic texts; keep a list of prefixes and root words used in academic and technical publications to help decode new terms; speculate on the meaning of new words in a difficult text in discussion with peers, then consult a dictionary to confirm the meaning)*

Teacher prompt: "How have your deliberations on the possible meanings of an unfamiliar word affected your understanding of the text?"

Developing Vocabulary

3.3 regularly use a variety of strategies to explore and expand vocabulary, discerning shades of meaning and assessing the precision with which words are used in the texts they are reading *(e.g., list words from an eighteenth-century novel that are now archaic, and provide contemporary synonyms for each, noting differences in connotation; compare two essays on the same idea by different authors, focusing on differences in word choice and resulting differences in meaning and effect)*

Teacher prompts: "Which of the words that you learned from your reading this term have you used most often in your own speech or writing?" "Is there one word in this poem that provides a key to understanding the poet's intent?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 demonstrate insight into their strengths and weaknesses as readers, and practise the strategies they found most helpful when reading particularly challenging texts to enhance their reading skills *(e.g., select a university-level text from the library, apply preferred strategies as they read a selected chapter, and paraphrase the passage they found most difficult)*

Teacher prompts: "In what ways did the fishbowl discussion before reading help to focus your thoughts on the subject?" "Is readers' theatre an effective reading strategy for you? Why or why not?" "How did questioning the text during reading help to clarify your understanding?"

Interconnected Skills

4.2 identify a variety of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively *(e.g., describe the insights they gained into a short story after viewing a short film based on the story)*

Teacher prompts: "What did you learn by participating in the seminar that made you rethink the text?" "What did you learn by creating your own poem that will help you to analyse the poems you read?"

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of this course, students will:

Identifying Topic, Purpose, and Audience

1.1 identify the topic, purpose, and audience for a variety of writing tasks *(e.g., a letter of application to a specific program at a postsecondary school; the script for a satirical monologue on contemporary issues and popular culture to be delivered to their peers; an essay analysing character development in a literary work; an adaptation of a complex scene from a Shakespeare play into a narrative for an English language learner)*

Teacher prompt: "How do you plan to incorporate elements that are specific to drama, such as the reliance on dialogue to convey information, into your narrative?"

Generating and Developing Ideas

1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate *(e.g., record notes from a group discussion about a literary work to generate ideas for an analytical essay on the work; use a variety of strategies, including inquiry, divergent thinking, and discussion with peers, to explore a potential topic and generate ideas for writing an informational report; use a writer's notebook while reading literary texts to jot down and keep a record of ideas for creative writing; brainstorm to develop a focus for their research, formulate a question that encapsulates the focus, and establish their research parameters to suit the focus;[1] consult print, electronic, and other resources, including public and postsecondary library collections, to identify potential sources of information for a report or essay; create and annotate a list of website addresses that may be useful in researching a topic; before starting their research, interview community business people, representatives of volunteer or community-service organizations, or social-issue advocates, as appropriate to their topic; record all sources used to gather ideas and information, so that if they use the ideas and information, they can credit the original author, avoid plagiarism, and provide a complete bibliography or reference list)*

Teacher prompts: "How can you narrow your focus for this essay?" "Are there deeper questions that you should be exploring?" "How will you ascertain areas of overlap among all these sources of information and establish a clear direction for your writing?"

Research

1.3 locate and select information to fully and effectively support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate *(e.g., create a research plan and track their progress; identify a wide range of sources that could provide*

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[1] TL Library Research 7-12 "Generating Ideas: Setting the Context" 8

appropriate information relevant to their assignment, such as books, periodicals, blogs, streamed media, online databases, audio and video recordings and films, and archived newspapers and multicultural community newspapers; search digital media and community resources such as university libraries and government agencies, as appropriate to their topic; conduct interviews with community and other experts in person or online to obtain leads about reliable and informative print and online sources, or to confirm and augment information gathered from other sources; develop and use a detailed template to evaluate sources for reliability, objectivity, and comprehensiveness; record all sources of information in a bibliography or reference list, observing conventions for proper documentation and full acknowledgement of sources and extracts, in recognition of the need to credit original authors and promote academic honesty)

Teacher prompts: "As your research gives you more information about your topic, is your choice of sources changing? Are you still confident that your focus is appropriate, or is it changing too?" "Are there other people you could talk to who may be sources of information about your project? What kind of information could they supply?" "How will you document human sources?"

Organizing Ideas

1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and selecting the organizational pattern best suited to the content and the purpose for writing *(e.g., use a concept map to organize key concepts for their argument in an essay, including an acknowledgement and a rebuttal of alternative positions;[2] organize the important points in a motivational speech in climactic order; use a variety of organizational patterns, such as comparison, analogy, and examples, to present ideas and information in essays; develop an organizational plan for a complex document, such as a book or magazine that will contain several genres of text, and include in the plan elements such as the text genres and forms, the voice and/or point of view for each text, and appropriate, relevant, and appealing images, graphics, and fonts)*

Teacher prompt: "What is your thesis for this literary essay? Which organizational pattern will best help you convince your readers to agree with your point of view?

Reviewing Content

1.5 determine whether the ideas and information gathered are accurate and complete, interesting, and effectively meet the requirements of the writing task *(e.g., review and assess the ideas and information they have assembled for accuracy, relevance, specificity, clarity, completeness, and/or insight, using an effective personal marking system of their choice, such as highlighter pens, sticky notes, and recipe cards, and eliminate material or augment what they have, as appropriate[3])*

Teacher prompts: "Of the ideas you have gathered for your essay, which one do you think needs to be developed more fully, and which one could be dropped?" "Does the information you have collected enable you to fully explain the imagery in the play?"

2. Using Knowledge of Form and Style

By the end of this course, students will:

Form

2.1 write for different purposes and audiences using a variety of literary, informational, and graphic forms *(e.g., a parody of a soliloquy in a play studied in class, for their peers; an essay analysing the themes, image patterns, or narrative techniques used in a literary work; a novel study website on a novel of their choice for an audience of teenagers; a feature article for a community newspaper that describes a conflict between people from different cultures in their school or community and proposes a solution to the conflict)*

Teacher prompts: "What elements could you add to your article to help make it compelling for readers? Have you interviewed any of the people involved in these conflicts, or any of the authorities who could help resolve the issue?" "How have you used graphic and informational forms on your novel study website? Why did you use them in these ways?"

Voice

2.2 establish a distinctive and original voice in their writing, modifying language and tone skilfully and effectively to suit the form, audience, and purpose for writing *(e.g., write a soliloquy in the voice of the antagonist in a play; use a warm, convivial tone in writing a graduating-class report for the school yearbook; use academic language and an authoritative tone effectively to convey confidence in writing a research or literary essay)*

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[2] TLE 7-9 "Developing and Organizing Ideas: Supporting the Main Idea" 38

[3] TL Library Research 7-12 "Developing and Organizing Ideas: Looking for Relationships" 24

Teacher prompt: "What tone would the antagonist use to express herself? Which specific words in your soliloquy evoke that tone?"

Diction

2.3 use a wide range of descriptive and evocative words, phrases, and expressions precisely and imaginatively to make their writing clear, vivid, and compelling for their intended audience *(e.g., replace general diction with concrete and specific language; use figurative language and literary and stylistic devices appropriately and effectively in a short story; review their writing for examples of imprecise or clichéd expressions, and replace them with more precise or imaginative wording, as appropriate)*

Teacher prompt: "What effect are you trying to create in your short story – shock or delight? Which words create the effect? Could you use other words to heighten the effect?"

Sentence Craft and Fluency

2.4 write complete sentences that communicate their meaning clearly and effectively, skilfully varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas *(e.g., use antithesis and parallel structures to convey ideas vividly and effectively; use parallelism and balance to aid clarity*[4,5]*)*

Teacher prompts: "Can you trace the links from one idea to another that give your paragraph coherence?" "How could you rearrange the sentences in this paragraph to emphasize your point more forcefully?"

Critical Literacy

2.5 explain, with increasing insight, how their own beliefs, values, and experiences are revealed in their writing *(e.g., examine their writing to check for bias and to determine whether their language and ideas are inclusive and appropriate;*[6] *explain how a script they have written for a scene between two co-workers subtly depicts one as patronizing the other)*

Teacher prompts: "What does your writing reveal about your cultural background and your expectations?" "Does your writing assume that the social reality of your life is also that of other members of your community, your country, and the world at large?" "Is power an issue in any of the relationships you describe in your writing, either obviously or in an underlying way? If so, how have you depicted it?"

Revision

2.6 revise drafts to improve the content, organization, clarity, and style of their written work *(e.g., ensure that their controlling idea is appropriate and clear; reinforce their arguments with compelling evidence; rephrase passages or combine sentences in a narrative to improve clarity or to make their writing more compelling*[7]*)*

Teacher prompts: "Have you incorporated supporting information from other sources into the development of your thesis smoothly and coherently?" "How could you vary your sentence and paragraph structures to make this narrative more compelling?" "Where do you need more emphasis?" "Does your revised draft capture the tone you were aiming for?"

Producing Drafts

2.7 produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)*

Teacher prompt: "How can you change your critique to make your tone more authoritative?"

3. Applying Knowledge of Conventions

By the end of this course, students will:

Spelling

3.1 use knowledge of spelling rules and patterns, a variety of resources, and appropriate strategies to recognize and correct their own and others' spelling errors *(e.g., use print and electronic spelling resources judiciously, demonstrating awareness of variant spellings, such as U.S. spellings, and homonyms;*[8] *use irregular spelling in comments attributed to an opponent they are caricaturing in an editorial; identify words that they regularly misspell and implement appropriate strategies to avoid repeating the errors)*

Teacher prompts: "Why is it dangerous to rely on a spell-check program to catch all the spelling errors in a piece of writing?" "What steps have you taken to avoid repeating the same spelling errors over and over again?"

Vocabulary

3.2 build vocabulary for writing by confirming word meaning(s) and reviewing and refining word choice, using a variety of resources and strategies, as appropriate for the purpose

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[4] TLE 10-12 "Revising and Editing Modelled Writing" 50 [5] TLE 10-12 "Revising and Editing: The Verb 'To Be'" 56 [6] TLE 10-12 "Crawling Inside the Text … to Find Who's There and Who's Not" 30 [7] TLCC 7-12 "Revising and Editing: Asking Questions to Revise Writing" 128 [8] TLCC 7-12 "Proofreading Without Partners" 137

(e.g., use specialized dictionaries to verify the meaning of terminology they want to use in writing a technical report; identify shared roots and the use of the same prefixes and suffixes in words from different subject areas;[9] *incorporate into their writing new words encountered in their reading both in and outside the classroom)*

Teacher prompt: "What resources have you consulted in order to build your vocabulary in this area? Which have been most useful?"

Punctuation

3.3 use punctuation correctly and effectively to communicate their intended meaning *(e.g., use commas, semi-colons, colons, and dashes correctly to clarify meaning, to improve the rhythm and flow of a sentence, and/or for stylistic effect)*

Teacher prompt: "What is the most obvious choice for punctuation in that sentence? What other choice would improve the rhythm of the sentence?"

Grammar

3.4 use grammar conventions correctly and appropriately to communicate their intended meaning clearly and effectively *(e.g., use a variety of sentence structures correctly to communicate complex ideas;*[10] *use transitional words and phrases to write coherent paragraphs; incorporate parallelism and balance in paragraph structure to enhance clarity and style; use pronoun case, number, and person correctly; select singular or plural verbs to agree with subjects containing collective nouns, as appropriate for their intended meaning; use the active and passive voice appropriately and effectively for their purpose and audience;*[11] *use unconventional grammar for effect*[12]*)*

Teacher prompt: "What is an example of unconventional grammar that would suit the purpose or the character?"

Proofreading

3.5 regularly proofread and correct their writing *(e.g., consult print and electronic resources as necessary to verify that their spelling, vocabulary, punctuation, and grammar are accurate and/or appropriate; assess the validity of the feedback provided by a partner who has proofread their work by consulting print and electronic resources, and make corrections where necessary)*

Teacher prompts: "Why are accurate spelling, vocabulary, punctuation, and grammar such important elements of writing?" "How many drafts does your writing need to go through before you submit it as final?"

Publishing

3.6 use a variety of presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to heighten its appeal and effectiveness for their audience *(e.g., format and publish the script for a scene in a short film on a fictional subject of their choice; select appealing and appropriate fonts, graphics, and layout for a brochure informing teenagers about an important health or social issue)*

Teacher prompts: "How can you integrate the photos and the text in your brochure in an appealing way?" "Have a look at the designs of these three current books. Which presentation do you find most appealing, and why? What do you think each design is trying to achieve?"

Producing Finished Works

3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)*

Teacher prompt: "What knowledge base do you expect the audience of your literary essay to have? What organizational techniques have you used to develop your thesis so that it will appeal to this knowledge base?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 demonstrate insight into their strengths and weaknesses as writers, and practise the strategies they found most helpful when writing particularly complex texts to improve their writing skills *(e.g., assess the strategies they have used for overcoming writer's block, and explain the specific ways in which these strategies have been helpful; describe to peers how they revised a first draft to strengthen content and style; create a list of tips to be used in peer editing of their writing, including the kind of assistance and advice that they feel would specifically benefit them; compare their current writing skills with those required for higher education, and identify specific goals for improvement)*

Teacher prompts: "What were the most successful strategies you used in writing this essay?" "How did you determine which information and ideas in earlier drafts you wanted to delete before finalizing this piece of writing?" "In which areas of language usage are you strong, and in which areas are you weak?"

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[9] TLE 7-9 "Sample Roots and Prefixes" 54 [10] TLE 10-12 "Sentence Starters" 48 [11] TLE 10-12 "Revising and Editing – The Passive Voice" 59 [12] TLE 10-12 "Modelled Writing" 51

Interconnected Skills

4.2 identify a variety of skills they have in listening, speaking, reading, viewing, and representing, and explain how these skills help them write more effectively *(e.g., identify the benefits of reading their work aloud to an audience as a revising strategy; describe the specific ways in which individual texts they have read have influenced their writing)*

Teacher prompt: "How does your participation in a writing group help you to see the strengths and weaknesses of your own written work?"

Portfolio

4.3 select a variety of types of writing that they think most clearly reflect their growth and competence as writers, and explain the reasons for their choice *(e.g., select a finished piece of writing that they feel best reflects their abilities as a writer, and explain why they chose it; select a finished piece of work that taught them something valuable about writing that they will continue to find useful in their future academic work)*

Teacher prompts: "What pieces do you think would best represent your writing talent to your postsecondary teachers?" "What pieces do you think might be worthy of revision for publication in the future?"

MEDIA STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
2. **Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of this course, students will:

Purpose and Audience

1.1 explain how media texts, including complex and challenging texts, are created to suit particular purposes and audiences *(e.g., aspects of advertising campaigns are often modified to reflect the priorities of different regional, cultural, or socio-economic groups; the differing story line-ups of a major news network and a community television news channel reflect their differing priorities and target audiences[1])*

Teacher prompt: "Why are different versions of popular board games created for sale in different countries? What are some of the differences?"

Interpreting Messages

1.2 interpret media texts, including complex or challenging texts, identifying and explaining with increasing insight the overt and implied messages they convey *(e.g., explain the satiric message in a newspaper cartoon about a social or political issue; explain the messages about Canadian culture in a television program about a Canadian topic; identify some underlying social and/or political messages in an animated TV sitcom and suggest possible reasons why the messages are implied rather than openly expressed)*

Teacher prompts: "How can you detect the particular bias of a blog if it is not overtly expressed?" "Why is it important to verify information found on websites?" "Why do you think the few women are featured so prominently in this photograph of a group of politicians?"

Evaluating Texts

1.3 evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including complex and challenging texts, and decide whether the texts achieve their intended purpose *(e.g., determine the credibility of the claims made in a documentary film, based on an evaluation of the reliability and relevance of the evidence presented in it; determine whether and how rhetorical devices such as hyperbole and metaphor in newspaper headlines help clarify the accompanying stories for the reader)*

Teacher prompts: "How effectively do the photographs in this feature article enhance the reader's understanding of the themes and issues addressed in the article? Could more effective photographs have been chosen?" "What makes this public service announcement so effective in reaching a youth audience?"

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[1] TL Media 7-10 "Exploring the Key Concepts in Media Literacy" 2

Audience Responses

1.4 explain, with increasing insight, why the same media text might prompt different responses from different audiences *(e.g., explain why the use of celebrities in fundraising campaigns might prompt both negative and positive responses; explain why a particular audience might respond negatively to violence in a widely popular video game while a different audience does not; explain why different audiences might interpret a political campaign brochure differently*[2]*)*

Teacher prompts: "Why do you think some people enjoy daytime talk shows while others do not?" "Explain why a journalist might respond to a news broadcast differently than an ordinary viewer."

Critical Literacy

1.5 identify and analyse the perspectives and/or biases evident in texts, including complex and challenging texts, commenting with understanding and increasing insight on any questions they may raise about beliefs, values, identity, and power *(e.g., debate the implicit assumption in an anti-smoking campaign that it is acceptable to limit some individual freedoms to achieve a collective social benefit; determine whether and how mainstream media coverage of a war or conflict manufactures consent or creates support for the war effort)*

Teacher prompt: "How does a broadcast of a national political convention reflect the values, beliefs, and perspectives of its creators, and to what purpose? In what ways might one TV channel's [*or newspaper's*] coverage of an election campaign differ from another's?" "What perspectives were omitted in this televised discussion of contemporary social issues?"

Production Perspectives

1.6 explain, with increasing understanding and insight, how production, marketing, financing, distribution, and legal/regulatory factors influence the media industry *(e.g., in a small group, chart the costs of a thirty-second ad on prime-time television, a full-page ad in a daily newspaper, a thirty-second ad on a local radio station, and a full-page ad in a community newspaper, and explain why the costs of the advertisements vary so dramatically)*

Teacher prompts: "How might owning a radio station, a television station, and a magazine help a film company promote its newest feature film?" "What are the implications of having the soft-drink vending machines in schools controlled by a single soft-drink company?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of this course, students will:

Form

2.1 identify general and specific characteristics of a variety of media forms and demonstrate insight into the way they shape content and create meaning *(e.g., explain how the format and presentation of news items on television can create a culture of fear; explain why film adaptations of novels often differ significantly from the novels they are based on, and describe the nature of the differences in a specific example)*

Teacher prompt: "What might you experience differently in viewing an event on television rather than 'live' on site, or vice versa?"

Conventions and Techniques

2.2 identify conventions and/or techniques used in a variety of media forms and demonstrate insight into the way they convey meaning and influence their audience *(e.g., reality television shows use editing and the careful manipulation of setting and costume to conceal the extent to which they are controlled by the producer; TV news coverage intersperses reporter narration with brief speech clips from protagonists to add interest and authenticity)*

Teacher prompt: "List some conventions that are used in many video games and explain how they shape the way the games are played."

3. Creating Media Texts

By the end of this course, students will:

Purpose and Audience

3.1 describe the topic, purpose, and audience for media texts they plan to create *(e.g., a storyboard for a short videotaped editorial on a current issue or topic aimed at an adult audience; a multimedia presentation for peers on an environmental issue*[3]*)* and identify practical, interpretive, and/or creative challenges they may face in achieving their purpose

Teacher prompt: "What are some interpretive or creative challenges you might face in promoting the benefits of free speech to a diverse community?"

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[2] TL Media 7-10 "Reading Between the Lines (Predictions)" 10 [3] TL Media 7-10 "Planning a Public Service Announcement" 16

Form

3.2 select the media form best suited to the topic, purpose, and audience for a media text they plan to create, and explain why it is the most appropriate choice *(e.g., explain why a multimedia presentation would be the most effective way to convince shareholders that a multinational corporation should improve its child labour practices; explain why a pamphlet would be the most effective way to lobby for a particular program to help poor people)*

Teacher prompt: "What media form would be the most effective way to interest a Grade 9 class in reading a short story you enjoyed?"

Conventions and Techniques

3.3 identify a variety of conventions and/or techniques appropriate to a media form they plan to use, and explain why these will help communicate a specific aspect of their intended meaning most effectively *(e.g., conventions/techniques for a storyboard for a videotaped editorial on a current issue: an outline of types of shots, camera angles, sound effects, dialogue, and transitions between shots to be used, including brief notes about how each will contribute to the overall message; conventions/techniques for a multimedia presentation for peers to promote environmental awareness: an outline of images, text, and sound effects to be used, including brief notes about how each will contribute to the overall message)*

Teacher prompts: "Why do you think fast-food restaurants use pictures of selected menu items as well as printed listings on their menu board?" "What criteria would you use to determine the shots in your videotaped editorial? How might the order of the shots help you convey your message more effectively?"

Producing Media Texts

3.4 produce media texts, including complex texts, for a variety of purposes and audiences, using the most appropriate forms, conventions, and techniques *(e.g., a reading promotion campaign to support personal reading or a school-wide sustained silent reading program, using a variety of media forms, including posters in the library, computer presentations at an assembly, and a special "pitch" during morning announcements; a commercial to raise awareness about Aboriginal rights)*

Teacher prompt: "What kind of content would you need to include in a travel magazine to attract particular types of advertisers?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 demonstrate insight into their strengths and weaknesses as media interpreters and producers, and practise the strategies they found most helpful when interpreting and creating particularly complex media texts to improve their skills *(e.g., use feedback from the target audience for a media text they produced to evaluate its success; use feedback from peers to help identify their personal strengths as media creators and strategies that might help them improve)*

Teacher prompt: "How could analysing the appeal of a controversial television show help you in creating your own show?"

Interconnected Skills

4.2 explain how their skills in listening, speaking, reading, and writing help them interpret and produce media texts *(e.g., the ability to identify words that indicate bias in written material can help them detect bias when interpreting media messages)*

Teacher prompt: "How could participation in a classroom dialogue about bias help you identify bias in media texts?"

English, Grade 12

College Preparation ENG4C

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

Prerequisite: English, Grade 11, College Preparation

Key to Footnote References

The footnotes throughout this course contain abbreviated references to teacher resource guides in the ministry's "Think Literacy Library", available on the ministry website, at **www.edu.gov.on.ca**. The guides are identified as follows:

- TLCC 7-12 refers to the main guide, *Think Literacy: Cross-Curricular Approaches, Grades 7–12.*
- TLE 7-9 and TLE 10-12 refer to the subject-specific guides for Language/English, Grades 7–9, and English, Grades 10–12.
- Other subject-specific guides are identified by the initials "TL", followed by the name of the subject (e.g., Computer Integration; Library Research; Media; Technological Education) and the grades the resource guide covers (e.g., TL Computer Integration 7-12).

ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of this course, students will:

Purpose

1.1 identify the purpose of a range of listening tasks and set goals for specific tasks *(e.g., understand other points of view in a group discussion;*[1] *identify the important points made in a podcast in preparation for writing a review; understand key arguments in a class debate in order to make counter-arguments*[2]*)*

Teacher prompt: "What other points of view did you hear as you participated in the discussion? How did listening to the other points of view influence your own point of view?"

Using Active Listening Strategies

1.2 select and use the most appropriate active listening strategies when participating in a range of situations *(e.g., offer encouragement while participating in a rehearsal for a small-group presentation; ask questions that link others' comments in a discussion; maintain appropriate posture and eye contact while listening to a student presentation*[3]*)*

Teacher prompts: "Which listening skills are most important in small-group discussions?" "How do you change your listening style when you are listening for a work- or school-related purpose rather than for personal interest?"

Using Listening Comprehension Strategies

1.3 select and use the most appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex or difficult texts *(e.g., research and make notes on a topic in preparation for a discussion about the topic; use a T-chart to identify how much of a speech is fact and how much is opinion)*

Teacher prompts: "When we discuss oral texts, do you prefer hearing the responses of others before you present your own ideas or do you prefer presenting your ideas first? Why?" "What role do listening comprehension strategies play in helping a group to build consensus?"

Demonstrating Understanding of Content

1.4 identify the important information and ideas in oral texts, including increasingly complex or difficult texts, in a variety of ways *(e.g., use a visual or dramatic representation to depict the main character's dilemma after listening to a read-aloud of a story;*[4] *write an accurate summary of a video about a trade of their choice, using appropriate technical language)*

Teacher prompt: "How did the conversation in your groups help you select the key events for the dramatic presentation? Which events created the most discussion? Why?"

Interpreting Texts

1.5 develop and explain interpretations of oral texts, including increasingly complex or difficult texts, using evidence from the text and the oral and visual cues used in it to effectively support their interpretations *(e.g., compare and contrast a historical speech and a current one that call for social action; create a dramatic presentation that focuses on a silent character from an oral text; rehearse, tape, and analyse a reading of a text they have chosen and explain why they made the choices they did[5])*

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[1] TLCC 7-12 "Group Roles" 158 and "Discussion Etiquette" 176 [2] TLCC 7-12 "Triangle Debate" 186 [3] TL Library Research 7-12 "Testing Ideas with Peer-to-Peer Consultation" 28 [4] TLE 10-12 "Graphic Novels" 36

Teacher prompt: "On your tape, why did you choose to read this section of the text with more emotion and that section in a more subdued manner? What changes would you like to make to your reading of the text?"

Extending Understanding of Texts

1.6 extend understanding of oral texts, including increasingly complex or difficult texts, by making effective connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them *(e.g., use a Think/Pair/Share activity to clarify and expand their understanding of the topic;[6] explain how an oral text has given a new perspective to a previous personal experience or helped them develop new insights;[7] compare the main ideas presented by a speaker with research they have done on the topic)*

Teacher prompt: "What connections did your partner make with the oral text? How do those connections relate to or compare with your own experiences? How have your partner's connections given you a new perspective?"

Analysing Texts

1.7 analyse oral texts, including increasingly complex or difficult texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response *(e.g., compare the content and delivery of two speeches by award winners on a music or film award show;[8] examine the use of repetition of information in radio advertisements to persuade the audience;[9] identify the strengths and weaknesses of the arguments given in a student presentation)*

Teacher prompt: "What techniques did the award winner use to connect with the audience? Was there anything surprising in the speech? How did the audience respond?"

Critical Literacy

1.8 identify and analyse the perspectives and/or biases evident in oral texts, including increasingly complex or difficult texts, and comment with growing understanding on any questions they may raise about beliefs, values, identity, and power *(e.g., compare the contents and perspectives of their peers' speeches during a class debate; assess how viewpoints about a local community or social issue are presented by a television panel; analyse the values that are conveyed in radio sports broadcasts)*

Teacher prompts: "What two viewpoints are represented in the television debate? Does the host treat them in a balanced way? How do you know? How can you assess whose position is more valid from your point of view?" "How do you distinguish fact from opinion in an all-candidates meeting?" "How can you determine whether someone is side-stepping the issue by using language to cloud meaning?"

Understanding Presentation Strategies

1.9 evaluate the effectiveness of a variety of presentation strategies used in oral texts, including increasingly complex or difficult texts, and suggest other strategies that could be used effectively *(e.g., listen to audio clips from various online news sources covering a controversial issue to compare the strategies that each source uses to engage and sustain audience attention, and suggest other possible strategies; analyse how humorous anecdotes and asides can be used in an oral presentation to establish a rapport with the audience; examine how gimmicks or props can provoke curiosity in an audience, and analyse the advantages and limitations of this technique)*

Teacher prompts: "What props did the speaker use? What is the connection between the props and the message? What other types of presentations would benefit from a similar strategy?" "When would it be inappropriate to use props or costumes in an oral presentation?"

2. Speaking to Communicate

By the end of this course, students will:

Purpose

2.1 communicate orally for a range of purposes, using language appropriate for the intended audience *(e.g., present each side of an argument to different audiences; role-play making a presentation to solicit a business start-up loan from a lending institution; dramatize a scene from a work of prose; deliver a presentation to a younger class on suitable attire and behaviour in an employment interview; respond appropriately to audience questions during a presentation)*

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5. TL Library Research 7-12 "Planning for an Oral Presentation" 32 6. TLCC 7-12 "Think/Pair/Share" 152 7. TLCC 7-12 "Place Mat" 162 8. TL Media 7-10 "Evaluating the Effectiveness of Media Messages" 28 9. TL Media 7-10 "Examining Multiple Perspectives of an Advertisement" 22

Teacher prompts: "How would you prepare for an interview seeking admission to a special program in college?" "How would you adapt your language to make a presentation to a younger class about the job interview process?"

Interpersonal Speaking Strategies

2.2 demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences *(e.g., respond appropriately to constructive criticism;*[10] *re-explain parts of a presentation on how to apply for OSAP after the audience responds with confusion; assess the background knowledge and needs of the audience before speaking; invite silent group members to contribute to a discussion*[11]*)*

Teacher prompt: "How do you check for understanding among your audience when you are speaking? How can you respond to the needs of individual listeners without ignoring the needs of the larger group?"

Clarity and Coherence

2.3 communicate in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience *(e.g., role-play taking a college entrance interview that includes an oral presentation of a portfolio; develop a logical sequence of interview questions to be used by a small-business owner looking for new employees or by a journalist preparing to write an article; restate the main facts from a non-chronological literary text in the correct sequence)*

Teacher prompts: "How can you present your own material in a sincere and positive manner?" "As an employer, how would you organize your interview questions for prospective employees?"

Diction and Devices

2.4 use appropriate words, phrases, and terminology, and a variety of stylistic devices, to effectively communicate their meaning and engage their intended audience *(e.g., adapt persuasive language to convince two different groups, such as seniors and teenagers, to buy the same product;*[12] *use technical language in a mock job interview; use standard Canadian English to participate in a panel discussion on gender or racial stereotyping in music videos)*

Teacher prompts: "How can you revise or adapt your speech to incorporate more persuasive language? What stylistic devices could you use to appeal to each audience?" "What types of words, terms, or expressions would be inappropriate in a job interview? How does this change with different types of jobs?"

Vocal Strategies

2.5 identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them effectively and with sensitivity to audience needs and cultural differences *(e.g., impersonate the voice of a character from pop culture for an advertisement for the school; vary pitch during a formal presentation to engage and maintain the audience's interest*[13]*)*

Teacher prompt: "What vocal strategies do your favourite DJs or VJs use? What makes these strategies effective? Which ones could you use to strengthen your own oral presentation skills?"

Non-Verbal Cues

2.6 identify a variety of non-verbal cues, including facial expressions, gestures, and eye contact, and use them effectively to help convey their meaning and with sensitivity to audience needs and cultural differences *(e.g., choose culturally appropriate non-verbal cues when addressing various audiences; use a variety of non-verbal cues to enhance a dramatic reading; use modelled non-verbal cues to express agreement or disagreement with presented material)*

Teacher prompts: "What non-verbal cues have you employed to engage your audience? How do these change when your audience changes?" "What non-verbal cues have you noticed others using that strengthen or weaken their communication skills?" "What non-verbal cues from cultures other than your own have you learned?"

Audio-Visual Aids

2.7 use a variety of audio-visual aids effectively to support and enhance oral presentations and to engage an audience *(e.g., prepare a computer presentation to launch a public awareness campaign; use carefully chosen photographs to illustrate the beginning, middle, and end of an oral story during a storytelling presentation; use video clips to show different perspectives on a contemporary issue)*

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10. TL Library Research 7-12 "Peer to Peer Consultation" 28 11. TLCC 7-12 "Discussion Etiquette" 176 12. TL Media 7-10 "Reading Between the Lines" 10 13. TLCC 7-12 "Effective Presentation Skills" 196

Teacher prompt: "How does the speaker use the audio-visual material to encourage audience interaction? How successful is she? What could she do to be more effective?"

3. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

3.1 explain which of a variety of strategies they found most helpful before, during, and after listening and speaking, then evaluate their strengths and weaknesses in oral communication to help identify the steps they can take to improve their skills *(e.g., explain how they intend to develop a self-chosen listening strategy for use in small-group discussions; describe the changes they have noticed in their ability to listen to and understand the ideas and opinions of others over the course of the school year, and identify the strategies that have made the biggest difference)*

Teacher prompts: "What listening strategies help you to contribute effectively in a group discussion?" "What speaking skills have you developed this year and how did you make this progress? What aspects of your speaking ability do you still want to improve? What are the next steps to help you do so?" "How did the mock job interview you did in class help when you went for the real interview? What aspects of the real interview still gave you difficulty? How can you prepare for those next time?"

Interconnected Skills

3.2 identify a variety of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills *(e.g., use a graphic organizer to identify the commonalities among their viewing, representing, reading, writing, listening, and speaking skills; explain how they can improve their use of a selected reading strategy through oral communication; research the oral communication skills required for their career goal and make an action plan that addresses its identified needs)*

Teacher prompts: "When you watch a news anchor on television, how can you use your viewing skills to improve your own speaking skills?" "How does your participation in a reading group develop your listening and speaking skills?"

READING AND LITERATURE STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Reading for Meaning:** read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning;
2. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. **Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Variety of Texts

1.1 read a variety of short, contemporary student- and teacher-selected texts from diverse cultures, identifying specific purposes for reading *(e.g., use a library database to identify appropriate journals for an annotated bibliography on a topic of personal interest; read several articles and/or editorials from different sources to help develop an informed opinion on a topic;*[1] *compare the courses offered in specific college programs that interest them by reviewing college calendars and websites)*

Teacher prompt: "What does the phrase 'informed opinion' mean to you? Do you try to read background information and opinion pieces on a topic before forming your own opinion?"

Using Reading Comprehension Strategies

1.2 select and use the most appropriate reading comprehension strategies to understand texts, including increasingly complex or difficult texts *(e.g., identify prior knowledge about a topic and build on that knowledge through participation in a small-group discussion before reading; jot down any questions that strike them as they read a text; in discussion with a peer, critique a letter to the editor, commenting on the logic of the argument and any bias revealed in the letter)*

Teacher prompt: "What did you learn from the Think/Pair/Share activity that helped you understand a challenging part of the text?"

Demonstrating Understanding of Content

1.3 identify the most important ideas and supporting details in texts, including increasingly complex or difficult texts *(e.g., write an executive summary of a research report; use a graphic organizer to categorize the information in a passage of text as "most important" or "least important";*[2] *compare the arguments in two opinion pieces on a current issue, recording similarities and differences in a Venn diagram)*

Teacher prompts: "What is the most compelling evidence offered to support the thesis of this essay?" "What specific criteria have you used to determine the information that is 'most' and 'least important' for your summary of this annual report?"

Making Inferences

1.4 make and explain inferences about texts, including increasingly complex or difficult texts, supporting their explanations with well-chosen stated and implied ideas from the texts *(e.g., explain what the choice of details used to support the arguments in an essay suggest about the author's attitude towards his or her topic; explain what the level of language, the choice of words, and the use of pauses in the speech of a character in a play suggest about the character)*

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[1] TLCC 7-12 "Making Notes" 60 [2] TLCC 7-12 "Most/Least Important Idea(s) and Information" 44

Teacher prompts: "What can you infer about a college from the courses listed in its calendar or from its promotional materials?" "What can you infer about this CD from the tone and focus of the liner notes?"

Extending Understanding of Texts

1.5 extend understanding of texts, including increasingly complex or difficult texts, by making appropriate and increasingly rich connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them *(e.g., compare their own values to those of an Olympic athlete profiled in a magazine article; compare their own food choices with those recommended in* Canada's Food Guide; *verify the credibility of descriptions of the environment in a futuristic novel by reading current articles about the likely effects of global warming)*

Teacher prompts: "How has your understanding of this essay been affected by reading another article on the topic?" "Do you think the understanding of problem solving that you've gained from studying math helped you understand the ideas in this fictional text about a math competition?"

Analysing Texts

1.6 analyse texts in terms of the information, ideas, issues, and themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements *(e.g., describe how tone and word choice support the argument in a journal article on a current issue; explain the role of various characters in a short story with respect to plot development and theme; analyse how the use of multiple points of view in a novel contributes to the development of its themes)*

Teacher prompts: "Do you think this character's role is to create complications for the other characters, to represent a particular viewpoint, or to act as a mouthpiece for the author's viewpoint?" "How does the play's structure contribute to building suspense?" "How do the tone and choice of words influence your response to the argument?"

Evaluating Texts

1.7 evaluate the effectiveness of texts, including increasingly complex or difficult texts, using evidence from the text effectively to support their opinions *(e.g., read and navigate through the home pages of two websites and explain what makes one more user-friendly and informative than the other; evaluate the effectiveness of arguments in a persuasive essay)*

Teacher prompts: "How do the layout, the use of colour, and the font choices affect the readability of this website? Are the headings informative and the links useful? Does the text provide sufficient information and explanation, and is it clearly written?" "Which letter to the editor in today's paper was the most persuasive? What accounts for its effectiveness?"

Critical Literacy

1.8 identify and analyse the perspectives and/or biases evident in texts, including increasingly complex or difficult texts, commenting with growing understanding on any questions they may raise about beliefs, values, identity, and power *(e.g., identify gender or cultural bias in job advertisements; determine whether the voices represented in a text are appropriate for that text, and suggest how the meaning would change if different voices were represented; identify a trend in popular fiction and describe what this trend reveals about current society; identify the use of exclusive language in texts)*

Teacher prompts: "Does this text make an assumption about the gender of its readers? Is it directed primarily to male or female readers?" "What happens when the characters in this text don't behave according to cultural norms and stereotypes?" "Do you think the author agrees with or is critical of the social controls that are evident in this story? What makes you think so?"

2. Understanding Form and Style

By the end of this course, students will:

Text Forms

2.1 identify a variety of characteristics of informational, literary, and graphic text forms and explain how they help communicate meaning *(e.g., a standard organization and format are used to communicate course information in college calendars; dialogue is used to reveal character in short stories and novels; photographs, statistics, and pull quotes highlight interesting details in magazine articles; several types of organizational patterns, including question-and-answer and cause-and-effect, can be used effectively in a persuasive essay)*

Teacher prompts: "What characteristics do short stories, novels, and graphic novels have in common? What characteristics are unique to the graphic novel?" "Can you explain why most non-fiction books have informative chapter titles and subtitles, whereas many novels have only numbered chapters? "Why is this information organized in a bar graph? How else could you present the information?"

Text Features

2.2 identify a variety of text features and explain how they help communicate meaning *(e.g., sidebars allow secondary themes to be developed in some detail without interrupting the main narrative; headings, numbered steps, and illustrations or diagrams make procedures and instructions clear and easy to follow; elements of graphic design and layout make various types of charts and schedules easier to read)*

Teacher prompts: "How does this image alter the way you read and interpret the accompanying text?" "What information does the author provide in the sidebar in this section of the textbook? Why is it presented in a sidebar rather than in the main text?"

Elements of Style

2.3 identify a variety of elements of style in texts, including increasingly complex or difficult texts, and explain how they help communicate meaning and enhance the effectiveness of the texts *(e.g., evaluate how diction affects the credibility of a news report; explain how repetition and parallel structure can be used to reinforce meaning in informational texts; compare song lyrics on the same theme and identify the elements of style that make one song more effective than another)*

Teacher prompts: "Why is this word repeated? In what other texts have you seen repetition used effectively? Why did it work?" "What is the metaphor used in the opening paragraph of this article on women in the labour force today? How does the writer extend the metaphor in subsequent paragraphs?"

3. Reading With Fluency

By the end of this course, students will:

Reading Familiar Words

3.1 automatically understand most words in a variety of reading contexts *(e.g., words in grade-level texts; terminology in college brochures, pamphlets, and online sources)*

Teacher prompt: "When might it be a good idea to select a text that contains mostly familiar vocabulary?"

Reading Unfamiliar Words

3.2 use appropriate decoding strategies to read and understand unfamiliar words, including words of increasing difficulty *(e.g., use knowledge of root words, prefixes, and suffixes to predict the meaning of unfamiliar words; use context clues to determine the meaning of new words)*

Teacher prompts: "What familiar word can we substitute in place of the unfamiliar word to make sense of the sentence?" "How do the sound, the look, and the sense of a sentence help you to decode unfamiliar words and check for meaning?"

Developing Vocabulary

3.3 use a variety of strategies, with increasing regularity, to explore and extend vocabulary, focusing on the precision with which words are used in the texts they are reading *(e.g., use a thesaurus to find synonyms for new words encountered in reading; keep a list of the specialized vocabulary of a job or postsecondary program they are interested in pursuing)*

Teacher prompt: "What strategies can you use to identify and learn career-specific vocabulary?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 explain which of a variety of strategies they found most helpful before, during, and after reading, then evaluate their strengths and weaknesses as readers to help identify the steps they can take to improve their reading skills *(e.g., identify the strategies that are most helpful when reading fiction; create a bar graph to show which strategies they use most often; identify types of texts they find difficult to understand, and use a reading log to track their practice of strategies and the improvements they perceive when reading such texts)*

Teacher prompts: "What did you learn about the topic in the small-group discussion that improved your understanding of the article?" "How did asking questions about the novel as you read it increase your interest in it?"

Interconnected Skills

4.2 identify a variety of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively *(e.g., review pieces of writing they recently completed to identify learning that has benefited them as readers)*

Teacher prompts: "Last week, we read a poem that Leonard Cohen wrote and later recorded as a song. How has listening to the recording helped you understand and interpret the poem?" "How does comparing something you've seen with something you've read help you to understand both more fully?" "How did writing about your reading help you to clarify your thoughts?"

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of this course, students will:

Identifying Topic, Purpose, and Audience

1.1 identify the topic, purpose, and audience for a variety of writing tasks *(e.g., a short paragraph to explain a school tradition to a student who is new to the school; a brochure about bullying or sexual harrassment; an editorial for the school newspaper critiquing a school policy; a poem about a personal experience for a teen audience)*

Teacher prompts: "What changes would you make if you were rewriting this section of the technical manual in plain language for a general audience?" "What specific words would you use in your poem to appeal to a teenage audience?"

Generating and Developing Ideas

1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate *(e.g., use a graphic organizer to plan the questions they will address in writing a report on an independent study project; conduct an Internet search for information to use in writing the text for an oral presentation, and bookmark websites and databases that seem useful; in groups, use a graphic organizer to record and assess contrasting opinions on a current issue that they will be writing about;*[1] *gather information from a variety of print and online sources to write a product report for peers on a new digital media player; use a writer's notebook to jot down and keep a record of ideas for potential creative writing projects; conduct both formal and informal meetings with teachers, librarians, and community experts to generate ideas for research on their topic; accurately and thoroughly record all sources used to gather ideas and information, so that if they use the ideas and information, they can credit the original author, avoid plagiarism, and provide a complete bibliography or reference list)*

Teacher prompts: "What questions should you ask yourself to determine whether a resource is reliable and likely to provide credible information?" "What are some specific ways to tell if an online resource is reliable and if the information it provides is up to date and accurate?"

Research

1.3 locate and select information to effectively support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate *(e.g., create a research plan and track their progress; identify a range of sources that could provide appropriate information for their assignment, such as books, journals, online databases, websites, audio and video*

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[1] TLCC 7-12 "Making Judgements: Both Sides Now" 74

recordings and film, blogs, and archived newspapers; search digital media and community resources such as college libraries and community service organizations; use a template to evaluate sources and information for reliability, objectivity, and comprehensiveness; record all sources of information in a bibliography or reference list, observing conventions for proper documentation and full acknowledgement of sources and extracts, in recognition of the need to credit original authors and promote academic honesty)

Teacher prompts: "What strategies have you used to create your research plan?" "Which sources will you use to gather information for your research, and why? Are there any sources you have not considered that could be helpful?"

Organizing Ideas

1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and selecting the organizational pattern best suited to the content and the purpose for writing *(e.g., organize information for a short research paper into an introduction, a body, and a conclusion; categorize different opinions from a variety of sources about a new digital or electronic device for a product report they are writing;*[2] *create an outline for a five-paragraph essay on the theme of a novel or film; select and organize ideas from their journal entries to use in creating a poem; use a graphic organizer to classify information about college programs that lead to a specific career that interests them)*

Teacher prompts: "How can you group the different opinions about this product that you have gathered for your report?" "How will you organize the material you have gathered about this company to write its annual report?"

Reviewing Content

1.5 determine whether the ideas and information gathered are accurate and complete, interesting, and effectively meet the requirements of the writing task *(e.g., review their writing for relevance, organization, and completeness, using a highlighter pen or other means to identify areas that need more details or information, and make the changes, conducting more research if necessary*[3]*)*

Teacher prompts: "What additional sources could you consult to ensure that your report is accurate and credible?" "Have you presented all relevant perspectives about the play in your analysis?" "Is the information that you gathered on this product for your review the most up-to-date available?"

2. Using Knowledge of Form and Style

By the end of this course, students will:

Form

2.1 write for different purposes and audiences using a variety of informational, literary, and graphic forms *(e.g., single organized paragraphs on a current issue, an idea encountered in shared reading, or a technical subject in preparation for a group discussion; contributions to a class anthology of short narratives, information pieces, poems, and graphic texts for younger students; a speech articulating how Aboriginal values and beliefs could benefit the larger society; a formal letter inviting a community partner to sponsor a school project; a brochure on workplace safety)*

Teacher prompts: "How would the pieces you are writing for the class anthology differ if they were intended for an audience of parents?" "What graphic elements will you include in your brochure on workplace safety? How will these elements appeal to the target audience?"

Voice

2.2 establish a distinctive voice in their writing, modifying language and tone skilfully and effectively to suit the form, audience, and purpose for writing *(e.g., in a journal entry, use words that convey admiration for an adult for whom they have a high regard; use formal language in a letter of application to convey a sincere and serious tone; in one paragraph, express their own views about an issue of concern to teens)*

Teacher prompts: "What words would you choose to favourably describe a role model?" "How would the words you use in a letter change if your audience changed?"

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[2] TLCC 7-12 "Both Sides Now" 74 [3] TL Library "Developing and Organizing Ideas: Looking for Relationships" 24

Diction

2.3 use appropriate descriptive and evocative words, phrases, and expressions imaginatively to make their writing clear, vivid, and interesting for their intended audience *(e.g., develop a list of words used by writers to describe various settings, and consult the list when writing similar types of descriptive passages;*[4] *have a character in their play who is a hypochondriac use vivid words to describe his or her symptoms)*

Teacher prompts: "What other words could you use to help the reader imagine the setting more vividly?" "Ask a peer to read your work and point out both weak and strong wording in it." "What technical terms should you use in this piece?" "What effect are you trying to create in your poem through your use of these words and phrases?"

Sentence Craft and Fluency

2.4 write complete sentences that communicate their meaning clearly and effectively, skilfully varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas *(e.g., use short, direct statements in a report; vary the length and complexity of their sentences in a narrative; use a variety of appropriate transitional words to show logical connections between ideas and sentences in an essay*[5]*)*

Teacher prompts: "Why have you used sentences of different types and lengths in this paragraph?" "How does the variety of sentences in your narrative help keep your readers engaged?"

Critical Literacy

2.5 explain how their own beliefs, values, and experiences are revealed in their writing *(e.g., examine their writing to check for bias and to determine whether their language and ideas are inclusive and appropriate; ask themselves whether someone from a different background could have a different opinion of what is important in a situation or issue described in their writing)*

Teacher prompt: "Does your writing reflect a cultural bias? If so, what is it? What other points of view have you considered? How could you include these other points of view in your writing?"

Revision

2.6 revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies *(e.g., add relevant details to support their thesis in a short analytical essay; reword a weak sentence to increase its effectiveness; employ writing techniques observed in advertisements and other persuasive texts where appropriate in their own writing*[6]*)*

Teacher prompts: "Are there effective transitions between your main ideas?" "Does your topic sentence hook the reader's attention?" "Would this piece of writing be improved if you varied the type, structure, and/or length of your sentences?"

Producing Drafts

2.7 produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)*

Teacher prompt: "What have you done in this opinion piece to try to convince your readers of your point of view? How could you make the piece more convincing?"

3. Applying Knowledge of Conventions

By the end of this course, students will:

Spelling

3.1 use knowledge of spelling rules and patterns, a variety of resources, and appropriate strategies to recognize and correct their own and others' spelling errors *(e.g., apply their knowledge of rules for the use of hyphens; maintain a list of words that do not follow normal spelling rules or patterns, and consult it regularly to check their spelling; consult print and electronic dictionaries to check their spellings;*[7] *develop worksheets that demonstrate their understanding of spelling rules, patterns, and strategies, and consult these sheets frequently when writing*[8]*)*

Teacher prompt: "Have you added this word, which has quite an unusual spelling, to your list of irregular spellings?"

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[4] TLE 10-12 "Sentence Starters" 46 [5] TLE 10-12 "Revising and Editing: The Verb 'To Be'" 56 [6] TLCC 7-12 "Revising and Editing: Asking Questions to Revise Writing" 128 [7] TLCC 7-12 "Proofreading Without Partners" 137 [8] TLE 7-9 "Spelling Strategies Inventory" 51

Vocabulary

3.2 build vocabulary for writing by confirming word meaning(s) and reviewing and refining word choice, using a variety of resources and strategies, as appropriate for the purpose *(e.g., confirm or adjust meaning by relating words to their context;*[9] *consult thesauruses to find more evocative words for their narratives and poems; maintain their own lists of specialized business and technical vocabulary associated with careers of their choice, and consult these lists to enhance their writing)*

Teacher prompts: "Is there a better way to say this, without using slang?" "Did you check the thesaurus to see if there are other words you could use here?" "Why did you decide to use non-standard English for this character?"

Punctuation

3.3 use punctuation correctly and effectively to communicate their intended meaning *(e.g., use italics/underlining or quotation marks as appropriate to indicate titles of works; use parentheses or dashes to set off supplementary material such as examples and definitions; use ellipses to indicate the omission of words or phrases from quotations)*

Teacher prompt: "How do you indicate the title of a short story? Of a novel?"

Grammar

3.4 use grammar conventions correctly and appropriately to communicate their intended meaning clearly and effectively *(e.g., use a variety of sentence types correctly in their writing;*[10] *use parallel structure and balance in sentences to convey information emphatically; use unconventional grammar for effect)*

Teacher prompt: "What is an example of unconventional grammar that would suit the purpose of your personal essay?"

Proofreading

3.5 regularly proofread and correct their writing *(e.g., ask a partner to read their work aloud, and listen for errors and missing information; use a print or electronic dictionary to check words that may be misspelled or inappropriately used, and make corrections where necessary)*

Teacher prompt: "What types of errors will spell-checking software not be able to catch?"

Publishing

3.6 use a variety of presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to heighten its appeal and effectiveness for their audience *(e.g., use an appropriate layout and appropriate features, such as tables and charts, in publishing a research report in an electronic format; use appropriate design features, such as varied fonts, graphics, drawings, and photographs, in publishing an illustrated essay about a novel)*

Teacher prompts: "How can you use design features to enhance your research report?" "What images could you choose that would heighten your essay's appeal for the reader?"

Producing Finished Works

3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)*

Teacher prompt: "How have you structured the paragraphs in your essay to make your argument convincing? How could you change the structure to make your essay even more effective?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 explain which of a variety of strategies they found most helpful before, during, and after writing, then evaluate their strengths and limitations as writers to help identify the steps they can take to improve their writing skills *(e.g., describe how it helped them to use a checklist to keep on track for a large assignment; describe the value of keeping organized records of information they have gathered through research and of their sources; compare their current writing skills with those required for college or the workplace, and identify specific goals for improvement)*

Teacher prompts: "Which writing strategies and tools do you see yourself using in other settings, beyond high school?" "Which revision strategy used in class was most effective in helping you to improve your writing, and why?" "What do you see as your strengths and weaknesses as a writer?" "What specific goals can you set to improve your writing skills?"

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[9] TLCC 7-12 "Using Context to Find Meaning" 38-39 [10] TLE 10-12 "Modelled Writing" 51

Interconnected Skills

4.2 identify a variety of skills they have in listening, speaking, reading, viewing, and representing, and explain how these skills help them write more effectively *(e.g., explain how specific texts they have read have influenced their writing)*

Teacher prompt: "How has reading a variety of research reports that contain features such as lists, tables, charts, diagrams, and sidebars helped you in writing your own informational texts and in making the information clearer to readers?"

Portfolio

4.3 select a variety of types of writing that they think most clearly reflect their growth and competence as writers, and explain the reasons for their choice *(e.g., select finished pieces of their writing for a portfolio of their best work, and explain why they have chosen these pieces; select finished pieces of their writing to present to a college admissions board, and explain why the pieces are good examples of their ability to write at a college level)*

Teacher prompt: "Which pieces of your writing would best demonstrate to a college admissions board your writing skills, your maturity, and your potential for success as a college student? Explain why."

MEDIA STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
2. **Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of this course, students will:

Purpose and Audience

1.1 explain how media texts, including increasingly complex or difficult texts, are created to suit particular purposes and audiences *(e.g., in a movie drama for a teen audience, the central characters are teenagers, to enable viewers to identify and sympathize with them; a college website includes images of students from a variety of ethnocultural groups studying and socializing so that a wide range of prospective students can imagine themselves at that college[1])*

Teacher prompt: "How might college websites encourage a diverse range of students, including students with disabilities and Aboriginal students, to apply to the college?"

Interpreting Messages

1.2 interpret media texts, including increasingly complex or difficult texts, identifying and explaining the overt and implied messages they convey *(e.g., explain the messages conveyed by the images, text, and symbols used in a movie poster;[2] explain what the use of rich colours and an image of people in evening wear entering a theatre might suggest about the audience for a product in an advertisement)*

Teacher prompts: "What does the image of a smiling family group on a movie poster tell you about the movie?" "According to your favourite TV shows, what makes a person truly happy?"

Evaluating Texts

1.3 evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including increasingly complex or difficult texts, and decide whether the texts achieve their intended purpose *(e.g., determine how well a headline captures the point or mood of a newspaper story; determine how well an information brochure conveys its message and how it might be improved)*

Teacher prompts: "How effectively do open-line radio shows communicate the breadth of opinions about an issue?" "Why does the juxtaposition of images of affluence and poverty heighten the effectiveness of this charitable organization's advertisement?"

Audience Responses

1.4 explain why the same media text might prompt different responses from different audiences *(e.g., explain why a baby boomer might react differently from a teenager to an anniversary television broadcast about a world-changing event such as the 1963 assassination of U.S. President Kennedy or the 1989 dismantling of the Berlin Wall)*

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[1] TL Media 7-10 "Exploring the Key Concepts of Media Literacy" 2 [2] TL Media 7-10 "Reading Graphical Texts" 6

Teacher prompt: "Why might people from different demographic groups respond differently to a television show that satirizes politics?"

Critical Literacy

1.5 identify the perspectives and/or biases evident in media texts, including increasingly complex or difficult texts, and comment on any questions they may raise about beliefs, values, identity, and power *(e.g., explain how the vocabulary used in a radio news report might influence audience perceptions of the event; based on the advertising accompanying a television sports event, suggest what some of the values and priorities of its audience might be;*[3] *comment on the apparent cultural values reflected in a website)*

Teacher prompt: "Based on the advertising for this sports event, what demographic groups do you think make up its audience? What specific examples make you think that?"

Production Perspectives

1.6 explain how production, marketing, financing, distribution, and legal/regulatory factors influence the media industry *(e.g., Canadian Radio-television and Telecommunications Commission [CRTC] regulations that forbid direct marketing appeals during children's programming; Canadian-content legislation related to radio music programming)*

Teacher prompts: "How does Canadian-content legislation affect the music that can be played on the radio and on television? Why do you think this legislation was passed?" "What is the CRTC, and where do you find CRTC regulations?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of this course, students will:

Form

2.1 identify general and specific characteristics of a variety of media forms and explain how they shape content and create meaning *(e.g., graphic novels emphasize the type of content – such as action and setting – that is appropriate to visual presentation; television broadcasts of major sporting events focus on the progress of play, while newspaper accounts of these events focus on background, explanation, and analysis)*

Teacher prompts: "In what way might a newspaper report about a natural disaster supplement a television or radio report?" "What can a film version of the play *Death of a Salesman* show that the stage version cannot?"

Conventions and Techniques

2.2 identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience *(e.g., the conventions/techniques of a "breaking" news story were used in the "War of the Worlds" radio broadcast to persuade listeners that an alien invasion was taking place; a horror film uses dim lighting, eerie music, and close-ups of violence to shock and frighten the audience; video games use specific conventions to identify heroes and villains; sports broadcasts use well-known former athletes as commentators to enhance the credibility of their coverage)*

Teacher prompt: "Why is there so much emphasis on statistics in sports coverage?" "How is photography used to enhance the presentation of food in magazines and advertisements?"

3. Creating Media Texts

By the end of this course, students will:

Purpose and Audience

3.1 describe the topic, purpose, and audience for media texts they plan to create *(e.g., a public service announcement to warn adults about the dangers of drinking and driving; a script for a radio interview with a controversial celebrity about issues of interest to teenagers)*, and identify significant challenges they may face in achieving their purpose

Teacher prompt: "Should a campaign to promote awareness of the dangers of drinking and driving target only people of legal drinking age? Why or why not?"

Form

3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is a highly appropriate choice *(e.g., justify the choice of a poster as a means to warn young athletes about the dangers of taking performance-enhancing drugs; explain why a mask would be an effective way to convey the feelings that a student has when graduating)*

Teacher prompt: "Why might a mock sitcom be a good way to address the anxieties that young people experience when dating?"

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[3] TL Media 7-10 "Reading Between the Lines (Predictions)" 10

Conventions and Techniques

3.3 identify a variety of conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help communicate a specific aspect of their intended meaning effectively *(e.g., conventions/techniques for a multimedia workplace safety promotion: integration of images, text, and sound effects to support the central theme)*

Teacher prompt: "What elements should you include in a cautionary sign about cellphone use at a hospital entrance?"

Producing Media Texts

3.4 produce media texts, including increasingly complex texts, for a variety of purposes and audiences, using appropriate forms, conventions, and techniques *(e.g., a promotional ad about a college program aimed at peers; a personal web page to support a résumé aimed at prospective employers)*

Teacher prompt: "What is the target market for the product you want to promote? Would a promotion using your favourite cartoon characters be appropriate for that audience?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 explain which of a variety of strategies they found most helpful in interpreting and creating media texts, then evaluate their strengths and weaknesses as media interpreters and producers to help identify the steps they can take to improve their skills *(e.g., identify a particular challenge they faced in creating a media text and explain how they solved it)*

Teacher prompt: "What strategies and media resources did you use to obtain information for a media production? What additional sources of information are available?"

Interconnected Skills

4.2 explain how their skills in listening, speaking, reading, and writing help them interpret and produce media texts *(e.g., listening to a multicultural panel discussion about an issue can help them identify the most important aspects to cover in a media campaign about the issue)*

Teacher prompt: "How could writing a description of a product help you select effective phrases to use in an ad for the product?"

English, Grade 12

Workplace Preparation ENG4E

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.

Prerequisite: English, Grade 11, Workplace Preparation

Key to Footnote References

The footnotes throughout this course contain abbreviated references to teacher resource guides in the ministry's "Think Literacy Library", available on the ministry website, at **www.edu.gov.on.ca**. The guides are identified as follows:

- TLCC 7-12 refers to the main guide, *Think Literacy: Cross-Curricular Approaches, Grades 7–12.*
- TLE 7-9 and TLE 10-12 refer to the subject-specific guides for Language/English, Grades 7–9, and English, Grades 10–12.
- Other subject-specific guides are identified by the initials "TL", followed by the name of the subject (e.g., Computer Integration; Library Research; Media; Technological Education) and the grades the resource guide covers (e.g., TL Computer Integration 7-12).

ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

3. Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of this course, students will:

Purpose

1.1 identify the purpose of a variety of listening tasks and set goals for specific tasks *(e.g., listen to the lyrics from a soundtrack of a skateboard video to identify mood; listen to an online news clip to identify tone and bias; listen to a peer's read-aloud in order to offer advice;[1] listen to an audio clip from an online source to gather information for a celebrity biography)*

Teacher prompts: "What are some of the words you hear repeated in the song? How do they contribute to the mood of the song?" "How did the narrator's tone convey her feelings about the other characters in the story?"

Using Active Listening Strategies

1.2 select and use appropriate active listening strategies when participating in a variety of classroom interactions *(e.g., apply verbal and non-verbal cues while listening; use body language that sustains, encourages, and facilitates discussion;[2] make notes to record key points during a speech)*

Teacher prompt: "What listening strategies do you use to encourage newcomers to participate in a discussion?"

Using Listening Comprehension Strategies

1.3 select and use appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex texts *(e.g., take point-form notes to record information from a presentation about apprenticeships; use student-generated headings to organize information after listening; use the jigsaw method to share ideas and extend knowledge of the topic;[3] after conducting an interview, organize the responses in preparation for writing an article)*

Teacher prompts: "How did you identify your purpose for listening? How did having a focus for listening help you to organize your note-taking?" "How does jotting down questions while you are listening help you to understand?"

Demonstrating Understanding of Content

1.4 identify the important information and ideas in oral texts, including increasingly complex texts, in a variety of ways *(e.g., create a display or a promotional pamphlet based on a speaker's presentation about a career option; create a flyer for a new student that summarizes the information given in a grade-level assembly; create a timeline that highlights the key events in a crime story[4])*

Teacher prompt: "What were the highlights of the presentation? What part of the presentation was most relevant to you? What formats can you use to share the information you gathered during the presentation?"

Interpreting Texts

1.5 develop and explain interpretations of oral texts, including increasingly complex texts, using evidence from the text and the oral and visual cues used in it to support their interpretations *(e.g., dramatize key messages*

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[1] TLE 7-9 "Read Aloud" 28 [2] TLCC 7-12 "Discussion Etiquette" 176 [3] TLCC 7-12 "Jigsaw" 170 [4] TLCC 7-12 "Determining Key Ideas" 166

on the importance of teamwork, using the ideas and information presented in a teacher-directed lesson)

Teacher prompt: "What elements of the speech helped you to write your summary?"

Extending Understanding of Texts

1.6 extend understanding of oral texts, including increasingly complex texts, by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them *(e.g., listen to the dialogue in a video of a workplace situation to compare the quality of the employee/employer communication with their own experiences in the workplace; explain how the ideas in an oral text relate to a social issue in the local community; discuss, with a partner, similarities and differences between the ideas in an oral text and their own ideas)*

Teacher prompt: "How does this situation compare with your experiences in the workplace? What advice would you give to the employers about how to communicate effectively?"

Analysing Texts

1.7 analyse oral texts, including increasingly complex texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response *(e.g., examine the informative and persuasive aspects of an army recruitment video;[5] compare the lyrics used in commercials for two different popular soft drinks to understand how they influence the audience)*

Teacher prompts: "What do you notice about the narration in this video? Who is speaking? What parts of this message appeal to you? Why?"

Critical Literacy

1.8 identify and analyse the perspectives and/or biases evident in oral texts, including increasingly complex oral texts, and comment on any questions they may raise about beliefs, values, identity, and power *(e.g., identify people and perspectives not represented in popular network talk shows; analyse infomercial testimonials; analyse the campaign speeches of student council candidates)*

Teacher prompts: "What is the speaker's purpose or motive?" "What is the speaker's bias towards the subject?" "How does the speaker challenge your own biases towards the subject?"

Understanding Presentation Strategies

1.9 evaluate the effectiveness of a variety of presentation strategies used in oral texts, including increasingly complex texts, and suggest other strategies that could be used effectively *(e.g., evaluate the use of visual aids such as costumes, props, diagrams, or slides to enhance the oral text; assess the effectiveness of oral communication strategies used in presentations by recruitment personnel from postsecondary institutions)*

Teacher prompts: "What does this costume communicate about the character?" "How could the use of costumes or props distract a listener rather than support the communication of a message?"

2. Speaking to Communicate

By the end of this course, students will:

Purpose

2.1 communicate orally for a variety of purposes, using language appropriate for the intended audience *(e.g., discuss with a peer the reasons to attend a job fair; rehearse answers for a job interview; identify for a small group the values, priorities, and perspectives presented in a text; present and discuss a writing portfolio at a parent-teacher conference)*

Teacher prompts: "How can you communicate effectively in a job interview? How is speaking in a job interview different from speaking to a customer in the workplace?" "What would you do if you were an employer to communicate effectively in a culturally diverse workplace?"

Interpersonal Speaking Strategies

2.2 demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences *(e.g., role-play handling a customer complaint;[6] acknowledge classmates' diverse points of view by affirming their ideas; encourage others in a small group to contribute; adapt speaking based on verbal and non-verbal cues from the audience[7])*

Teacher prompts: "How do you know when your listener does not understand you? What do you do then?" "What strategies do you use to keep the interest of your listeners?"

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[5] TL Media 7-10 "Evaluating the Effectiveness of Media Messages" 28 [6] TLCC 7-12 "Discussion Etiquette" 176 [7] TL ESL/ELD Part II "Talk Show With a Twist" 20

Clarity and Coherence

2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, subject matter, and intended audience *(e.g., present an argument in favour of one point of view on an issue that includes an opening statement, a sequence of points with supporting evidence, and a conclusion*[8]*)*

Teacher prompts: "How will you organize your presentation to have the greatest impact within the time frame that you have?" "What is important to know about your audience when you plan the structure of your infomercial?"

Diction and Devices

2.4 use appropriate words, phrases, and terminology, and several different stylistic devices, to communicate their meaning and engage their intended audience *(e.g., use appropriate technical language to describe a co-op placement;*[9] *use sports terms in a presentation about a sports celebrity; retell a folk tale to a primary class)*

Teacher prompts: "What do you need to know about your audience in order to use workplace language effectively?" "How would you change the language in a folk tale so that young children could understand and enjoy the story?"

Vocal Strategies

2.5 identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them appropriately and with sensitivity to audience needs and cultural differences *(e.g., use pauses and changes of pace in a presentation to highlight important points from a research report;*[10] *use tone and volume to present and clarify written messages in a school announcement; use appropriate tone and volume when addressing customer complaints in a role play)*

Teacher prompts: "When would it be appropriate to adjust the volume of your voice in a small-group discussion? When would it not be appropriate?" "How could you adapt your pace of speaking during your presentation to maintain the interest of your peers?"

Non-Verbal Cues

2.6 identify a variety of non-verbal cues, including facial expressions, gestures, and eye contact, and use them appropriately to help convey their meaning and with sensitivity to audience needs and cultural differences *(e.g., rehearse and use appropriate hand gestures to emphasize points;*[11] *use appropriate body language and eye contact during small-group discussions; discuss the importance of spatial awareness and use it as appropriate when speaking and interacting with others)*

Teacher prompts: "How does your body language communicate your interest in what you are saying?" "What are some gestures that might help you to communicate more effectively in this situation?"

Audio-Visual Aids

2.7 use a variety of audio-visual aids appropriately to support and enhance oral presentations and to engage an audience *(e.g., use presentation software to convey information to an audience; create an illustrated timeline to clarify the order of events discussed in an oral report;*[12] *use handouts to provide relevant information to the audience)*

Teacher prompt: "What information and ideas would have been lost if the speaker had not used the presentation software or the overheads? How else might the speaker have communicated that information? Why would another method have been less effective?"

3. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

3.1 describe a variety of strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills *(e.g., explain strategies they can use in the workplace to help them communicate effectively with customers, other employees, and employers; explain to what extent participating in a small-group or class discussion helps them understand the material discussed)*

Teacher prompts: "When you received constructive criticism in the workplace or at school, how did you react?" "What strategies have you used or witnessed others using when dealing with a confrontational situation?" "When you are speaking, what strategies do you use to control how your message is affected by your body language, gestures, and facial expressions?"

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[8] TLCC 7-12 "Discussion Web" 172 [9] TL Library Research 9-12 "Testing Ideas" 28 [10] TLCC 7-12 "Effective Presentation Skills" 196 [11] TLCC 7-12 "Effective Presentation Skills" 196 [12] TLCC 7-12 "Information Report Template" 145

Interconnected Skills

3.2 identify a variety of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills *(e.g., explain how their skills in reading help them participate in a small-group discussion; explain how their understanding of how written texts are organized helps them when they are preparing oral presentations)*

Teacher prompts: "How has viewing this documentary on debate contributed to the development of your speaking skills in a group environment?" "How has writing an analysis of your classmate's presentation improved and strengthened your own oral communication skills?"

READING AND LITERATURE STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Reading for Meaning:** read and demonstrate an understanding of a variety of informational, graphic, and literary texts, using a range of strategies to construct meaning;
2. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. **Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Variety of Texts

1.1 read a variety of short, contemporary, student- and teacher-selected texts that come from diverse cultures and reflect a variety of perspectives on current issues, identifying specific purposes for reading *(e.g., find information in schedules, charts, and tables to complete a workplace task;[1] rehearse a role based on a character in a short story by an Aboriginal writer for a readers' theatre performance;[2] interpret and evaluate data in a comparison chart about two different brands of a product;[3] read a feature magazine article about a new perspective on a current issue for personal interest)*

Teacher prompt: "What different text forms have you read this year? Why are some text forms more difficult to read than others? Why is it important to be able to read different forms?"

Using Reading Comprehension Strategies

1.2 select and use appropriate reading comprehension strategies before, during, and after reading to understand texts, including increasingly complex texts *(e.g., skim texts to gain an overall impression of their contents and scan texts to locate particular information; use sticky notes to mark significant ideas encountered in technical and workplace texts; reread passages that they did not fully understand to clarify ideas; after reading a text, prepare questions for a class discussion)*

Teacher prompts: "If you were able to talk to the author of this study, what questions would you ask to help you understand her thesis?" "Now that you've reviewed your notes on the report, can you summarize it for the class?"

Demonstrating Understanding of Content

1.3 identify the most important ideas and supporting details in texts, including increasingly complex texts *(e.g., explain the information conveyed in a graph; summarize the information provided on a government employment website for teens looking for summer jobs;[4] outline the plot of a short story; list the evidence provided to support the argument in a newspaper editorial)*

Teacher prompts: "What does this graph tell you about job growth in manufacturing over the past ten years?" "What educational background, skills, and work experience are required for the job you read about on this website?"

Making Inferences

1.4 make and explain inferences about texts, including increasingly complex texts, supporting their explanations with well-chosen stated and implied ideas from the texts *(e.g., explain what the design features of a magazine suggest*

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1. TL Technological Education 9-12 "Reading Graphical and Informational Texts" 14, 20 2. TLE 10-12 "Readers' Theatre" 122
3. TLCC 7-12 "I Read, I Think, Therefore" 73 4. TL Library Research 7-12 "Looking for Relationships" 24

about its target audience; explain what the dialogue between two characters reveals about their motives; make inferences about salary on the basis of the wording of a job description)

Teacher prompts: "What does the illustration in this magazine article suggest about the author's message?" "Is there a moral that we can infer from the story?"

Extending Understanding of Texts

1.5 extend understanding of texts, including increasingly complex texts, by making appropriate connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them *(e.g., identify an issue depicted in a short story and do online research to explore different points of view about the issue; describe how the portrayal of teenage life and values in a feature article in a newspaper compares with their own experience)*

Teacher prompt: "What are some of the significant differences between your views and the views expressed in this article? Has the information in the article changed your views on the issue in any way? What would have made the article more persuasive?"

Analysing Texts

1.6 analyse texts in terms of the information, ideas, issues, and themes they explore, examining how various aspects of the texts contribute to the presentation and development of these elements *(e.g., explain how the photographs, diagrams, and headings in a manual help the reader understand important technical information; explain the stanza structure of a poem and how it determines the organization of ideas in the poem)*

Teacher prompts: "Why are the diagrams and images included in the manual?" "What do you learn in the first stanza that helps you to understand the rest of the poem?"

Evaluating Texts

1.7 evaluate the effectiveness of texts, including increasingly complex texts, using evidence from the text to support their opinions *(e.g., comment on the strengths and weaknesses of a manual they have used to assemble a product; compare the usefulness for the reader of the titles, subtitles, and layout in a variety of how-to pamphlets)*

Teacher prompts: "Were the instructions clear enough to allow you to complete the task efficiently? Why or why not?" "Are the titles and subtitles used in this pamphlet helpful to the reader? Would additional headings make the pamphlet more effective by making it easier to locate specific information?"

Critical Literacy

1.8 identify and analyse the perspectives and/or biases evident in texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power *(e.g., identify the values represented in two conflicting online opinion pieces about an employment issue; identify the pattern of bias in three political cartoons by the same cartoonist)*

Teacher prompts: "What other perspectives might there be on the issue addressed in this opinion piece? What information is left out that might cast doubt on the perspective taken in the opinion piece?" "What assumptions might the author be making about the beliefs and values of the reader? What makes this evident?" "Who is the intended audience for this information? Who is ignored?"

2. Understanding Form and Style

By the end of this course, students will:

Text Forms

2.1 identify a variety of characteristics of informational, graphic, and literary text forms and explain how they help communicate meaning *(e.g., columns and rows are used to organize information in tables and charts; colour and contrast are used to show differences in a statistical comparison chart; the key words in headings and subheadings help the reader locate information in most informational text forms, such as résumés, trade apprenticeship texts, and manuals; stage directions help the reader visualize the action in a play; cause-and-effect patterns are often used to present explanations in reports[5])*

Teacher prompt: "Why does a résumé begin with a name and address? What is the purpose of each subheading in a résumé? How is the order of the subheadings chosen?"

Text Features

2.2 identify a variety of text features and explain how they help communicate meaning *(e.g., explain how graphs, flow charts, and timelines add or reinforce important details in business reports; compare how different magazines use colour, fonts, and page layout to attract their target audience)*

Teacher prompts: "Why do you think there are so many visual elements in this magazine?" "Why you think images and diagrams convey some types of information more efficiently than words do?"

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[5] TLCC 7-12 "Finding Organizational Patterns" 16

Elements of Style

2.3 identify a variety of elements of style in texts, including increasingly complex texts, and explain how they help communicate meaning and enhance the effectiveness of the texts *(e.g., variety in sentence and paragraph lengths can affect readability and reader interest; the use of a symbol in an advertisement can create a particular impression about the product; the use of evocative words can help the reader visualize the characters in a short story; dialect, regional accents, or non-standard English can be used to reveal information about characters)*

Teacher prompts: "How do short, choppy sentences affect your interest in the text?" "What kinds of symbols would make you associate a product with youth culture?" "Which words in the short story help the reader to visualize its main character?"

3. Reading With Fluency

By the end of this course, students will:

Reading Familiar Words

3.1 automatically understand most words in a variety of reading contexts *(e.g., words in grade-level texts; words found in texts on their favourite websites; terminology in technical and workplace texts)*

Teacher prompt: "These terms are used so frequently in the construction industry that most people use the acronyms for them. What does this acronym stand for?"

Reading Unfamiliar Words

3.2 use appropriate decoding strategies to read and understand unfamiliar words *(e.g., discuss possible meanings of unfamiliar words with peers when participating in small-group, guided reading experiences; reread the sentence aloud to hear the unfamiliar word spoken in context; use print and electronic dictionaries to find the meanings of unfamiliar words)*

Teacher prompts: "What other word could you use here that would make sense in the sentence?" "Does this word look or sound like any other word you know?"

Developing Vocabulary

3.3 identify and use a variety of strategies to expand vocabulary, with a focus on vocabulary needed to function effectively as responsible citizens, pursue careers, and participate actively in the community *(e.g., create a list of words used in transactions such as renting an apartment or buying a car; report on vocabulary learned in a co-op placement, a part-time job, or a volunteer placement; create a visual/verbal collage using the new vocabulary in a text)*

Teacher prompts: "Read to the class your list of the words that appeared most often in the employment ads you researched in your chosen field." "Which words are commonly used at your part-time job? What strategies have you used to help you remember them?

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe a variety of strategies they used before, during, and after reading; explain which ones they found most helpful; and identify appropriate steps they can take to improve as readers *(e.g., list the five reading strategies they found most helpful, and explain their choices; describe the benefits of reflecting on their reading practices and their progress as readers)*

Teacher prompts: "What questions did you ask yourself as you scanned the website for specific information? Which questions were most helpful?" "How did using sticky notes during reading help you to prepare your summary of the article?" "Which strategies do you think would help you most when you are reading longer texts? Why?"

Interconnected Skills

4.2 identify a variety of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help in their development as readers *(e.g., write a blog entry or an editorial for a student newsletter to explain the importance of this combination of skills in the complex world of work; record in your reading journal the insights into the novel that you gained from participating in a literature circle)*

Teacher prompts: "What did you learn by writing and illustrating this procedure that will help you to read procedural texts more effectively?" "How does talking to a partner after reading a section of a challenging technical text help you to understand the text?"

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of informational, graphic, and literary forms and stylistic elements appropriate for the purpose and audience;
3. **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of this course, students will:

Identifying Topic, Purpose, and Audience

1.1 identify the topic, purpose, and audience for a variety of writing tasks *(e.g., single paragraphs expressing their opinion of topics or issues discussed in class to prepare for a group discussion; a report for presentation to peers providing information on a topic of personal interest, including a table of contents and an overview of the subject, organizing their material under appropriate headings, observing conventions for proper documentation and full acknowledgement of sources and extracts, and using technological aids appropriate to the task, such as concept-mapping or presentation software;[1] a covering letter to accompany a résumé responding to a specific, advertised position)*

Teacher prompts: "How will the contents of your covering letter [*in application for a job*] differ from the contents of your résumé?" "Judging from these samples, what is the purpose of an annual report, and who would its audience be?"

Generating and Developing Ideas

1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate *(e.g., use rapid writing to generate ideas for a topic;[2] as a class, complete a K-W-L chart to determine what they need to research about a topic; with a partner or in small groups, generate and record ideas for writing about a teacher-selected topic; use print, online, and other resources to gather ideas about a topic of their choice; in small groups and within a specific time frame, examine several advertisements and record their observations of patterns used in the marketing of products and/or services as a way to generate ideas for an opinion piece about advertising aimed at teenagers; accurately record all sources used to gather ideas and information, so that if they use the ideas and information, they can credit the original author, avoid plagiarism, and provide a complete bibliography or reference list)*

Teacher prompts: "What ideas did you generate by completing the K-W-L chart?" "Which topics that you have already written about would you like to revisit?"

Research

1.3 locate and select information to appropriately support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate *(e.g., create a research plan and track their progress using a research portfolio; identify and consult a range of sources that could provide appropriate information for their assignment, such as reference books,*

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1. TLCC 7-12 "Writing a Report" 144 2. TLCC 7-12 "Rapid Writing" 98

websites, and online databases, as well as resources available in community institutions such as public libraries and local businesses; interview representatives of volunteer organizations and community groups, where appropriate to their topic; record all sources of information in a list of works cited or bibliography, observing conventions for proper documentation and full acknowledgement of sources and extracts, in recognition of the need to credit original authors and promote academic honesty; use a template to evaluate sources and information for reliability, objectivity, and comprehensiveness; before completing their research, conduct a conference with their teacher and the teacher-librarian to help them determine whether the sources they have consulted to date are adequate and the information they have gathered is complete)

Teacher prompts: "What print and electronic sources are you considering using for your research? What additional sources could you consult?" "What criteria did you use to select the sources for your research?"

Organizing Ideas

1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and organizational patterns suited to the content and the purpose for writing *(e.g., use index cards to organize information and ideas for writing reports; in small groups, cluster the key images and supporting details they will use in writing a poem;[3] organize relevant factual information for a report into an introduction, a body, and a conclusion; use a concept map to rank the most and least important ideas and information in their notes,[4] or use different coloured highlighters to colour-code their notes, ranking ideas and information from important to non-essential and/or irrelevant)*

Teacher prompts: "Which of the ideas from your brainstorming session will you use in your poem? How did you select them?" "What order will you use to present the information you have gathered in your report?"

Reviewing Content

1.5 determine whether the ideas and information gathered are relevant to the topic, accurate, complete, and appropriately meet the requirements of the writing task *(e.g., ask themselves questions about the reliability and objectivity of their sources and the accuracy, completeness, and relevance of the ideas and information they have gathered[5])*

Teacher prompts: "Have you used a variety of sources to research your topic?" "Do your sources represent a variety of perspectives? What additional sources could you consult to ensure that your work is credible?"

2. Using Knowledge of Form and Style

By the end of this course, students will:

Form

2.1 write for different purposes and audiences, using a variety of informational, graphic, and literary forms *(e.g., a how-to guide for a teenage audience on setting up a DVD player; a reflective narrative about a work experience that had a powerful effect on them, to be read aloud to peers; a presentation for jobless youth on preparing effective résumés)*

Teacher prompts: "What points will you emphasize in your how-to guide? How would they differ if the guide were for adults?" "What graphic elements will you include in your how-to guide, and why?"

Voice

2.2 establish a distinctive voice in their writing, modifying language and tone skilfully to suit the form, audience, and purpose for writing *(e.g., use clear and precise language in providing instructions; use evocative language, including metaphors and similes, to communicate emotions in a memoir; use descriptive language to establish a particular mood or tone in a poem or song lyric; use appropriate vocabulary to effectively convey excitement in an adventure story written for young children)*

Teacher prompts: "What kind of language would you use to describe a delicious meal to let your audience know that you really enjoyed it?" "Why would the kind of language used in a set of instructions for adults be different from the kind used in a story written for young children?"

Diction

2.3 use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear, vivid, and interesting for their intended audience *(e.g., use figurative language to describe something in a poem; brainstorm to come up with a list of alternative, more effective words, phrases, and expressions to substitute for words they habitually use in their writing, and retain the list to consult for future writing assignments[6])*

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[3] TLE 10-12 "Finding Organizational Patterns – Poetry" 2 [4] TLCC 7-12 "Most/Least Important Ideas" 44 [5] TL Library Research 7-12 "Reacting to Reading: Critically Evaluating Resources" 20 [6] TLE 10-12 "Sentence Starters" 46

Teacher prompts: "Are you using formal or informal language in this cartoon strip?" "What would be the effect on your audience if you used a different level of language for this poem?" "What specific words and terms have you used in your report to sound businesslike?"

Sentence Craft and Fluency

2.4 write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas *(e.g., break a long, confusing sentence into two shorter, more effective sentences; use transitional phrases to show the relationship between ideas in two or more sentences or paragraphs[7])*

Teacher prompt: "What transitional words or phrases could you use in your paragraph to link ideas so that the reader could more easily follow your ideas?"

Critical Literacy

2.5 explain how their own beliefs, values, and experiences are revealed in their writing *(e.g., examine their writing to check for bias and to determine whether their language and ideas are inclusive and non-discriminatory; draft lyrics for a song expressing their views on a social issue; write an opinion piece about a local political decision for a newspaper of their choice)*

Teacher prompts: "Does your narrative reflect your own values, or attitudes prevalent in popular culture?" "Are you trying to challenge your audience with the ideas expressed in your poem? How are you doing that?" "How are your own beliefs and values evident in this opinion piece?" "Have you avoided abusive or violent language?"

Revision

2.6 revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies *(e.g., add transitional words and phrases to link sentences and/or paragraphs to improve the flow of their writing; examine their writing to determine if they have used stereotypes, and remove them; add or substitute words, phrases, and expressions that will make their writing more vivid[8])*

Teacher prompts: "Have you used the appropriate level of language for your subject and audience?" "Have you examined your writing for stereotypes?" "Have you provided enough detail to give your reader a full picture?"

Producing Drafts

2.7 produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)*

Teacher prompt: "How well does your résumé represent your accomplishments to this particular employer?"

3. Applying Knowledge of Conventions

By the end of this course, students will:

Spelling

3.1 use knowledge of spelling rules and patterns, a variety of resources, and appropriate strategies to recognize and correct their own and others' spelling errors *(e.g., use their knowledge of spelling patterns and words learned from teacher- and self-selected texts to help them spell words correctly; check their spellings in available print and electronic resources; apply their knowledge of root words, prefixes, and suffixes to spell technical words correctly[9])*

Teacher prompt: "What is the root of that technical word you are using? What other strategies and resources can you use to ensure that you are spelling the word correctly?"

Vocabulary

3.2 build vocabulary for writing by confirming word meaning(s) and reviewing and refining word choice, using a variety of resources and strategies, as appropriate for the purpose *(e.g., refer to classroom word walls;[10] confirm or adjust meaning by relating words to their context; consult a variety of print and online resources that are appropriate to their purpose, including glossaries, word banks, and technical dictionaries, to confirm meanings of words; maintain lists of technical words encountered in trade or professional publications, and determine how these words are formed from root words, prefixes, and suffixes[11])*

Teacher prompt: "What resources could you use to avoid using the same word so often?"

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[7] TLE 10-12 "Revising and Editing: The Verb 'To Be'" 56 [8] TLCC 7-12 "Revising and Editing: Asking Questions to Revise Writing" 128 [9] TLE 7-9 "Sample Roots and Prefixes" 54 [10] TLCC 7-12 "Creating a Word Wall" 30 [11] TLE 7-9 "Sample Roots and Prefixes" 54

Punctuation

3.3 use punctuation correctly and appropriately to communicate their intended meaning *(e.g., use semicolons instead of coordinating conjunctions or transitional words to join two sentences with closely related content, before certain transitional words such as* however, *and to separate items in lists where the items already contain commas; use parentheses or dashes to set off supplementary material such as examples and definitions; use ellipses to indicate the omission of words or phrases from quotations)*

Teacher prompt: "What other form of punctuation could you use to include this definition in your sentence?"

Grammar

3.4 use grammar conventions correctly and appropriately to communicate their intended meaning clearly and fluently *(e.g., use a variety of sentence types correctly in their writing; use verb tenses correctly in their writing; use unconventional grammar for effect*[12]*)*

Teacher prompt: "When is it appropriate to use a slang expression? When is it not appropriate?"

Proofreading

3.5 proofread and correct their writing, using guidelines developed with the teacher and peers *(e.g., review drafts using an editing checklist specific to the writing task; ask their peers to proofread their work, and use the feedback to make corrections*[13]*); read their sentences aloud)*

Teacher prompt: "Have you reviewed, checked, and corrected the spelling and punctuation errors your partner pointed out?"

Publishing

3.6 use a variety of presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to heighten its appeal for their audience *(e.g., select the most appropriate fonts, graphics, and layout to create polished and professional-looking reports;*[14] *use clear fonts and graphics that are appropriate to their topic to create an effective presentation using presentation software)*

Teacher prompts: "What font will give your report a businesslike appearance?" "What are the advantages of varying the font size in a brochure?"

Producing Finished Works

3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)*

Teacher prompt: "What important points have you learned about creating a good news story? What criteria should you include on a checklist for news stories that you could review before submitting your finished work?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe a variety of strategies they used before, during, and after writing; explain which ones they found most helpful; and identify appropriate steps they can take to improve as writers *(e.g., describe how using a graphic organizer to organize their ideas improved their ability to write reports; describe how asking peers to review their drafts helped them improve their writing; compare their present writing skills with those required in workplace situations, and set specific goals for improvement)*

Teacher prompts: "What strategies did you use to organize the research for your report, and how effective were they?" "What did you learn from your writing partner's comments on your work?" "What specific aspects of your writing do you think you need to improve to help you do well in your chosen career?"

Interconnected Skills

4.2 identify a variety of skills they have in listening, speaking, reading, viewing, and representing, and explain how these skills help them write more effectively *(e.g., describe how being an observant viewer when watching television and an attentive listener when interacting with friends helps them find ideas for their writing)*

Teacher prompts: "How can carefully observing the actions of characters in a film or television series help you better depict the motivation of the characters in your own narratives?" "How has listening to your friends talk about their lives, interests, and concerns given you ideas to use in your writing?"

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[12] TLE 10-12 "Modelled Writing" 51 [13] TLCC 7-12 "Peer Editing" 132 [14] TLCC 7-12 "Writing a Report" 144-147

Portfolio

4.3 select a variety of types of writing that they think most clearly reflect their growth and competence as writers, and explain the reasons for their choice *(e.g., select finished pieces of writing for a portfolio that prospective employers will review, and explain why they think the pieces are good examples of their work; prepare an anthology of their writing, selecting pieces that reveal the range of their skills as writers)*

Teacher prompt: "Which pieces of your writing will best demonstrate both your writing skills and your maturity to prospective employers? Explain why."

MEDIA STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;

2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

4. Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of this course, students will:

Purpose and Audience

1.1 explain how media texts, including increasingly complex texts, are created to suit particular purposes and audiences *(e.g., horror movies use a unique villain, special effects, night-time settings, and teenage characters as victims to appeal to a teenage audience; apprenticeship training brochures include images of smiling young people in the uniform of their trade, and quotes from skilled workers who completed apprenticeship training and found lucrative jobs, to encourage students to enrol in apprenticeship training[1])*

Teacher prompts: "Why do instruction manuals and instructional videos supplement explanations with graphics?" "Why do television reality shows provide opportunities for audience participation and feedback?"

Interpreting Messages

1.2 interpret media texts, including increasingly complex texts, identifying and explaining the overt and implied messages they convey *(e.g., identify the implied messages that safety brochures use to strengthen their overt messages about following workplace safety rules and procedures;[2] identify clues in radio advertisements that indicate who the broadcaster's target audience is)*

Teacher prompt: "What kinds of implied messages do safe-sex ads use to try to convince people of the urgent need to take appropriate precautions?"

Evaluating Texts

1.3 evaluate how effectively information, ideas, issues, and opinions are communicated in media texts, including increasingly complex texts, and decide whether the texts achieve their intended purpose *(e.g., determine how effectively a CD cover communicates the appeal of the artist and of his or her new collection of songs to its target audience; determine how well a company website conveys the impression of good management and responsible corporate citizenship to its employees or customers)*

Teacher prompt: "What aspects of Remembrance Day television coverage are most effective in conveying how people's lives are affected by war? What could it do better?"

Audience Responses

1.4 explain why the same media text might prompt different responses from different audiences *(e.g., explain what attracts different people to different local newspapers, taking into account both design and content; explain why young children might respond differently than seniors to the playlist and advertising on a local radio station)*

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[1] TL Media 7-10 "Exploring the Key Concepts of Media Literacy" 2 [2] TL Media 7-10 "Reading Graphical Texts" 6

Teacher prompt: "What differences would you predict between the responses of children and adults or teenagers and adults to a prime-time cartoon?"

Critical Literacy

1.5 identify the perspectives and/or biases evident in media texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power *(e.g., comment on the different perspectives on an issue revealed in the news websites of different cultural groups)*

Teacher prompts: "How do these websites reflect the values and concerns of their target audiences?" "With what cultures do you identify, and to what degree are your cultural values reflected in the evening news or on prime-time television?"

Production Perspectives

1.6 explain how a variety of production, marketing, and distribution factors influence the media industry *(e.g., explain why authors attend book-signing events to coincide with the release of their books)*

Teacher prompt: "Why are there Canadian versions of American magazines and television shows? What are the advantages and disadvantages of this practice? Who benefits?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of this course, students will:

Form

2.1 identify general and specific characteristics of a variety of media forms and explain how they shape content and create meaning *(e.g., explain how the differences between a website, a radio broadcast, a blog, and a television newscast affect their coverage of a news event)*

Teacher prompts: "What details might tell you that the photographs of a wedding have been taken by guests rather than by a professional wedding photographer?" "What does a televised current events program provide its audience that a national newscast does not?"

Conventions and Techniques

2.2 identify conventions and/or techniques that are used in a variety of media forms and explain how they convey meaning and influence their audience *(e.g., trade shows showcase the products of various manufacturers and/or service providers in a particular trade for the benefit of practitioners, distributing samples and informative literature and holding contests to engage the interest of their audience)*

Teacher prompts: "Is it likely that a movie trailer will tell you how the movie ends? Why or why not?" "What techniques or conventions might a wedding videographer use to enhance the romantic atmosphere of the filmed event?"

3. Creating Media Texts

By the end of this course, students will:

Purpose and Audience

3.1 describe the topic, purpose, and audience for media texts they plan to create *(e.g., a storyboard for a company video to provide new employees with essential information about the workplace*[3]*)*, and identify significant challenges they may face in achieving their purpose

Teacher prompt: "What is the target market for the new line of work clothing you want to promote? Which means of advertising is most likely to reach your market – radio, television, magazines, or the Internet?"

Form

3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice *(e.g., explain why a videotape is an appropriate way to describe how to use a video camera; explain why a photographic exhibit highlighting features of the cooperative education program is a good way to interest students in the program)*

Teacher prompts: "Which form do you think would be most likely to help you reach your audience? Why?" "Why would you use a video instead of a printed manual to explain how to use a video camera?"

Conventions and Techniques

3.3 identify a variety of conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help them communicate specific aspects of their intended meaning *(e.g., conventions/techniques for a storyboard for a workplace safety video: descriptions of the camera angles and types of shots to be used and their purpose)*

Teacher prompts: "What features should you include on a security pass for employees of a hospital?" "What techniques would you use in a radio advertisement for a product intended for teenagers?"

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[3] TL Media 7-10 "Planning a Public Service Announcement" 14

Producing Media Texts

3.4 produce media texts for a variety of purposes and audiences, using appropriate forms, conventions, and techniques *(e.g., a captioned photo essay on an Aboriginal issue; a web page about the school for students new to the school)*

Teacher prompt: "What will you include in your video essay about the cooperative education program at your school? Will you interview students and employers at work placements?" "How will you ensure that your website appeals to a diverse range of students?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe a variety of strategies they used in interpreting and creating media texts, explain which ones they found most helpful, and identify appropriate steps they can take to improve as media interpreters and producers *(e.g., determine how analysing examples of effective career recruitment posters helped them create their own)*

Teacher prompt: "How did investigating the interests of the intended audience for your media text influence your choices of colour, font size, and images?"

Interconnected Skills

4.2 identify a variety of their skills in listening, speaking, reading, and writing and explain how the skills help them interpret and produce media texts *(e.g., participating in a debate about school spirit can help them find a focusing theme for the campaign of a student council candidate)*

Teacher prompt: "How could reading about a specific trade help you promote it as a potential career to an audience of your peers?"

OPTIONAL COURSES

Canadian Literature, Grade 11

University/College Preparation ETC3M

This course emphasizes the study and analysis of literary texts by Canadian authors for students with a special interest in Canadian literature. Students will study the themes, forms, and stylistic elements of a variety of literary texts representative of various time periods and of the diverse cultures and regions of Canada, and will respond personally, critically, and creatively to them.

Prerequisite: English, Grade 10, Academic or Applied

Strands

The expectations in this course are organized into a single strand.

CANADIAN LITERATURE

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Understanding Texts:** read and demonstrate an understanding of a variety of Canadian literary texts from different cultures, regions, and historical periods;
2. **Analysing Texts:** respond to and analyse Canadian literary texts to develop and extend their understanding of how content, form, and style in combination communicate meaning and enhance a text's effectiveness;
3. **Critical Literacy:** demonstrate an understanding that Canadian authors, readers, and texts have particular perspectives that influence the reading experience;
4. **Literary Criticism:** use literary criticism to enhance their understanding of Canadian literature;
5. **The Role of Literature in Society:** assess the importance of Canadian literature as a social and cultural force.

SPECIFIC EXPECTATIONS

1. Understanding Texts

By the end of this course, students will:

Variety of Texts

1.1 read a variety of types of Canadian literary texts by authors from different backgrounds, regions, and time periods *(e.g., create a regional bibliography of Canadian texts to show a timeline of major works of the twentieth and twenty-first centuries; compare how several authors treat the immigrant experience; keep a list of unfamiliar and/or distinctive Canadian words and expressions while reading a play; generate a list of award-winning Canadian stage, film, and television dramas, and identify elements those works have in common)*

Teacher prompts: "What similarities do you see in the works of these Canadian playwrights?" "Do you know of other Canadian poets who explore this theme?"

Reading With a Purpose

1.2 identify the purpose (or purposes) for reading particular Canadian literary texts *(e.g., an essay by a Canadian author, to identify the author's perspective or bias; a literary reference text, for information about Canadian motifs, archetypes, and themes; a website, for information about contemporary Canadian authors)*

Teacher prompts: "Why have you selected this particular Canadian author as a focus for intensive study?" "What information on the website would be useful in helping you to select a Canadian poet for intensive study?"

Using Reading Comprehension Strategies

1.3 identify a variety of reading comprehension strategies and use them before, during, and after reading to enhance their understanding of Canadian literary texts *(e.g., develop a series of questions while reading a text; use margin notes to show the structural relationship between the beginning, middle, and end of a poem; use graphic organizers to show the plot structure of a novel and to track the relationships between characters)*

Teacher prompt: "How can online journal exchanges with your reading partner help you to understand confusing passages in the text?"

2. Analysing Texts

By the end of this course, students will:

Responding to Texts

2.1 respond to Canadian literary texts in a variety of ways, before, during, and after reading, to extend their understanding of the ideas, themes, and issues explored in the texts

(e.g., write an additional scene for a Canadian play to provide new insight into its theme; write a poem reflecting the view about a regional or cultural identity expressed in a Canadian text; use visual means, such as a scrapbook, to represent personal connections they have made to Canadian texts; write a letter to a Canadian author expressing respect and admiration for the author's work or asking questions about it; create a CD cover and a playlist of songs by Canadian artists that reflect the ideas, themes, or issues explored in a Canadian text; use readers' theatre to dramatize a text passage that highlights some aspect of Canadian identity; debate opposing views about the societal impact of the First World War presented in texts by two Canadian authors; create a concept map to trace the evolving use and significance of a motif in a Canadian text)

Teacher prompts: "What are your initial impressions of the novel, based on your reading of the first chapter?" "What questions have emerged from your study of a Canadian writer that you would like to focus on in your seminar presentation?"

Exploring Background Information

2.2 use information from secondary sources to understand how historical, political, regional, and cultural contexts influence the presentation of ideas, issues, and themes in Canadian literary texts *(e.g., research the social and economic context of works that depict the Aboriginal or immigrant experience; create a web page linking excerpts from a text to historical photographs; research cultural beliefs, such as ideas about gender roles or religion, that significantly influence the actions of characters in a novel)*

Teacher prompts: "What influence did geography have on the character's development?" "Do historians differ significantly in their interpretation of the historical events depicted in the novel? Which historian's view of the event is closest to that of the author?"

Analysing Texts

2.3 analyse Canadian literary texts in terms of the information, ideas, issues, and themes they explore, providing evidence from the texts to support their analysis *(e.g., in a graphic organizer, record inferences made about a character based on the speech and actions of the character; outline the principal conflicts in a text and explain the themes that emerge as those conflicts are resolved; identify an object, phrase, or action associated with a character, incident, or theme in a text and explain the connection)*

Teacher prompts: "What evidence from the text supports your explanation of the character's motives?" "What specific quotations from the poem support your interpretation of its theme?" "Does your interpretation of this scene in the play help you understand its purpose in the play's overall structure?"

Text Forms

2.4 explain how the characteristics of different literary text forms help communicate meaning in a variety of Canadian literary texts *(e.g., use a multimedia presentation to illustrate how changes in narrative point of view create multiple layers of meaning in a novel by one of Canada's Aboriginal writers; adapt a scene from one form of text – such as a short story – to suit a different form – such as a film script; compare the treatment of the same theme or issue in a play and a poem to explore how form affects meaning)*

Teacher prompts: "What effect has the writer achieved by using several different text forms within one work?" "How does the addition of music in a film version of a play contribute to our understanding of a scene?" "Why do you think the author uses dialogue so much? Is the dialogue used mainly to reveal character, or to advance the plot, or both?"

Elements of Style

2.5 identify various elements of style used in Canadian literary texts and explain how they help communicate meaning and enhance the effectiveness of the text *(e.g., identify figurative devices used in a poem and explain how they express or clarify the theme; explain how the use of regional or cultural dialects in a text contributes to the depiction of character and amplifies the theme; explain the effect of the use of multiple narrators in a novel; identify and demonstrate an understanding of the role of rhetorical devices used in a Canadian text by incorporating them into a written appreciation of the text)*

Teacher prompts: "How does the author's use of regional dialect in both narration and dialogue clarify the theme of the story?" "What types of imagery has the poet used, and what is the effect of juxtaposing the different types of images?"

3. Critical Literacy

By the end of this course, students will:

The Author's Perspective

3.1 demonstrate an understanding of how a Canadian author's writing has been influenced by factors such as gender, time period, cultural background, and social and political conditions and events *(e.g., relate themes and events in a text to biographical information about the author; use materials from a variety of online and print sources to create a collage illustrating relevant aspects of the period when a novel was written; relate the work of selected Canadian women writers to movements for social change in Canada; relate the work of selected Aboriginal authors to historical, political, or social developments that affected the lives of Aboriginal peoples in Canada)*

Teacher prompt: "Is there evidence in the story that the author was influenced by significant historical or political events?"

Audience Perspectives

3.2 analyse Canadian literary texts in terms of how social, cultural, and regional contexts and different readers' perspectives may influence readers' interpretations of the texts *(e.g., predict responses in different regions of Canada to texts that focus on the theme of "two solitudes"; predict the responses of people from different social, cultural, and political backgrounds to texts that focus on the immigrant experience; compare the treatment of a theme in a Canadian text to the treatment of the same theme in texts from other countries and suggest reasons for the similarities and differences; explain why they think a particular text does or does not have the ability to "resonate with" a broad spectrum of diverse groups in Canada)*

Teacher prompts: "How do you think your experiences as a young man/woman have influenced your response to this text?" "What examples can you think of that show how a reader's background knowledge and experience influence the way he or she constructs meaning when reading?"

Perspectives in the Text

3.3 analyse Canadian literary texts to identify particular perspectives presented in them and the stylistic and/or structural means used to communicate those perspectives *(e.g., identify whose perspective(s) or psychology is/are foregrounded in a text – those of characters from "mainstream" society or those of characters in a "marginal" position in society; identify the regional or cultural positions, voices, and interests represented in a text and explain how language, imagery, and structure are used to communicate information about them)*

Teacher prompts: "Does the text present an unconventional perspective on the issues it raises? Do you support or oppose this perspective, and why?" "What do you infer from the fact that some characters in the text are 'rounded' while others seem to be stereotypes or even caricatures?"

4. Literary Criticism

By the end of this course, students will:

Understanding Literary Concepts and Terms

4.1 demonstrate an understanding of key concepts and specialized terms that are used in literary criticism focusing on Canadian literary texts *(e.g., consult a dictionary or glossary of literary terms, or specialized reference sources, to determine the meaning of unfamiliar terminology and allusions, and keep a record of their findings; explain concepts and specialized language used in critical interpretations of drama, fiction, or poetry; use relevant literary concepts and terms to identify and describe the conventions employed in texts in various genres, consulting appropriate references and works of criticism for clarification when necessary)*

Teacher prompt: "What new critical terminology have you learned that has helped you to express your ideas about the work of a particular Canadian writer?"

Applying Concepts

4.2 use key concepts or approaches of literary criticism to help them analyse and interpret Canadian literary texts *(e.g., in a classroom discussion, explain how the theory of archetypes helps in the interpretation of a short story; in a seminar presentation, interpret a text in the light of a particular critical approach or literary theory; use a Marxist or feminist critical perspective to determine which characters in a novel hold power)*

Teacher prompt: "Which approach to literary criticism have you found most helpful in extending your understanding of the text and/or writer you are studying?"

Researching and Evaluating Critical Interpretations

4.3 assess critical interpretations found in print and electronic sources to extend their understanding of specific works of Canadian literature *(e.g., write a brief synopsis of a critical article* *and assess the degree to which it increases their understanding of a Canadian play; use a graphic organizer to summarize the key points in two book reviews; using an appropriate example as a model, write a critical review of a Canadian text; write a short report identifying the strengths and weaknesses of several different critiques of a familiar Canadian text; critique a postmodern analysis of a contemporary Canadian text; write an evaluation of a critical work that analyses a dominant theme in Canadian literature)*

Teacher prompt: "What new insights have you gained as a result of reading and discussing literary criticism about the text you are studying?"

Assessing Peer Critical Responses

4.4 analyse peers' critical responses to Canadian literary texts to clarify and extend their own understanding of those texts *(e.g., record, reflect on, and respond to group members' interpretations of a section of a Canadian novel; write a commentary on a peer's analysis of a text, noting the most useful insights and challenging possible misinterpretations)*

Teacher prompts: "To what extent do the ideas presented in the seminar group challenge or support your own reading of the text?" "Have the responses of others changed your own ideas about the meaning of the text? Why or why not?"

5. The Role of Literature in Society

By the end of this course, students will:

Fostering Social, Cultural, and Political Awareness

5.1 explain how Canadian literary texts raise awareness about a variety of regional issues, ideas, cultures, events, and people *(e.g., identify overt or implied positions on issues taken in texts; explain how the work of a favourite Canadian author has influenced their thinking about a social issue; identify works that have fuelled debate on a national level about a social, cultural, or political issue; explain the role of Canadian literary works in building understanding of the diversity of the population, and identify specific works that have contributed to such understanding)*

Teacher prompt: "What have you learned about a specific issue in Canadian culture from studying Canadian plays?"

Engaging the Intellect and the Imagination

5.2 identify ways in which Canadian literary texts can promote readers' intellectual and imaginative growth *(e.g., reflect in a journal about how the futuristic vision presented in a text might influence a reader's thinking and behaviour; explain, orally or in writing, why they want to follow a particular character's journey beyond the last page of the text; write a personal essay exploring how depictions of characters in a community in a text have expanded their mental horizons; write a letter to a friend sharing how reading a particular text has helped them cope with a difficult situation)*

Teacher prompt: "What aspects of the novel did you find most thought-provoking?"

Promoting Personal and Social Change

5.3 identify ways in which Canadian literary texts might promote social and personal change *(e.g., use a graphic organizer to relate a conflict depicted in a text to the changing social or cultural values of its time; write and deliver a speech that a character from a contemporary text might make to spur an audience to social action; write an editorial recommending corrective action to remedy an abuse depicted in a text; use a graphic organizer to compare opposing depictions of a cultural group in texts from two different historical periods and suggest reasons for the differences; identify a text that depicts social or economic inequity and do research to determine whether the situation it describes has improved, and if so, in what way)*

Teacher prompts: "Has reading a specific Canadian text prompted you to re-examine an event in Canadian history?" "What issue portrayed in your readings in the course seems most important to you? Why?"

Exploring Canadian Identity

5.4 explain how Canadian literary texts have contributed to their understanding of a Canadian identity *(e.g., predict how the lives of the characters in a story might change if the story were set in a different part of the country, or a country other than Canada; compare book reviews of a novel by Canadian and international reviewers and suggest reasons for the differences; prepare an oral presentation about "survival" as a dominant theme in Canadian literature; write an essay discussing how particular texts reveal diverse facets of the Canadian "character" or identity)*

Teacher prompts: "What recurring themes have emerged in this course that shed light on what it means to be Canadian?" "How have the course readings increased your understanding of the experiences of other Canadians?" "What Canadian novelists have the greatest international sales? How would we find this information?"

Developing Personal Awareness

5.5 explain how their study of Canadian literature has enhanced their understanding of themselves as readers and as individuals *(e.g., explain in a journal entry how their ideas about an issue or theme have been influenced by their reading in the course; in a small group seminar, model a reading strategy that helped them understand and interpret a passage in a course text)*

Teacher prompts: "Did the discussion in the seminar group persuade you to modify your initial reaction to the text?" "What insights into a major theme in the text did you gain from the close reading and analysis of selected passages?" "Which texts in the course resonate most with your own experiences or perceptions?"

Media Studies, Grade 11

Open EMS3O

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

Prerequisite: English, Grade 10, Academic or Applied

Strands

The expectations in this course are organized into the following strands:

A. Understanding and Interpreting Media Texts
B. Media and Society
C. The Media Industry
D. Producing and Reflecting On Media Texts

A. UNDERSTANDING AND INTERPRETING MEDIA TEXTS

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Understanding and Responding to Media Texts:** demonstrate understanding of a variety of media texts;

2. **Deconstructing Media Texts:** deconstruct a variety of types of media texts, identifying the codes, conventions, and techniques used and explaining how they create meaning.

SPECIFIC EXPECTATIONS

1. Understanding and Responding to Media Texts

By the end of this course, students will:

Purpose and Audience

1.1 identify and explain the purpose and audience of a variety of media texts *(e.g., explain the purpose of a print advertisement and identify how the advertisement makes an emotional appeal to its audience; explain the purpose and audience of a website that promotes a healthy lifestyle; explain why a music video is an example of both entertainment and promotion; explain the purpose of paid product placements in film; identify the target audience of a campaign on workplace safety and explain their answer)*

Teacher prompts: "What is the purpose of this text? How do you know this? Who created the text? Who benefits if the message is accepted?" "What do the cover and title of this CD suggest about the music or the artist? How does the packaging attract the intended audience?"

Message and Meaning

1.2 identify and explain the messages in and meanings of media texts *(e.g., identify the messages conveyed about female body image in an advertisement for jeans; explain both the stated and implied meanings of an advertisement for mouthwash or deodorant; explain what the design of a hockey jersey implies about the team and about the person who wears the jersey; explain the overt message of an infomercial; explain the implied message in the front cover artwork and design of a science textbook)*

Teacher prompts: "What information is stated on this poster? What message is implied?" "Why would a travel brochure include photographs of tourists?" "What were the major themes of the last movie you watched?"

Audience Responses

1.3 compare their own and others' responses to a variety of media texts and explain how audiences' backgrounds affect the ways in which they negotiate meaning *(e.g., compare and contrast their response to a music video with their parents' responses; compare and contrast male and female reactions to various magazines; analyse how the ages and experience levels of computer users affect their use and enjoyment of a blog; explain why they have a different reaction to newspapers than their teachers do; describe how an individual's interpretation of a text can be connected to social class or position; suggest how an employer and a Grade 9 student might react differently to advertisements that promote apprenticeship programs)*

Teacher prompts: "How might your response to a celebrity endorsement of a product differ from that of a friend? How do you think your values and beliefs, and those of your friend, would affect your responses?" "How might a person from a First Nations community respond to the film versions of the Pocahontas story that we watched?" "How does your own world view shape your response to media representations of poverty or homelessness?" "How might print advertisements for luxury items and experiences [e.g., *tropical vacations*] be interpreted differently by people from different socio-economic backgrounds?"

2. Deconstructing Media Texts

By the end of this course, students will:

Codes and Conventions

2.1 identify the codes and conventions used in media texts and explain how they help to create meaning *(e.g., explain why the symbol of a rose appears in the logo of a company that sells skin products; explain why a close-up of a clenched fist is used to convey anger; identify how the colours of characters' clothing are used to indicate heroic or villainous intent; explain why soft lighting is used in a scene of two people kissing; explain how background music is used to indicate danger in a movie; identify and explain the formulaic resolution of a typical family sitcom; chart the types of camera shots used in a television commercial)*

Teacher prompts: "What do the types of camera shots in this soap opera suggest?" "What conventions of television journalism do entertainment news programs and sports broadcasts share?" "How do filmmakers use music in movies to influence the emotional reaction of the viewer?" "How does the opening title sequence in a television sitcom [*situation comedy*] draw the viewer in and foreshadow the content?"

Language and Point of View

2.2 analyse how the language, tone, and point of view used in media texts work to influence the interpretation of messages *(e.g., analyse the language used in a sports broadcast and explain its purpose and effect; identify the use of euphemisms to promote a particular point of view in a press conference; analyse the language used in a politician's campaign material and explain its effect; explain why comedians use exaggeration in their routines; describe how language and tone are used in warnings about copyright infringement on DVDs to convey the message effectively)*

Teacher prompts: "Why is the term 'collateral damage' used instead of 'civilian deaths' in political press conferences?" "How and why does a television news anchor change his or her tone of voice and vocabulary depending on the news story being reported?"

Genre and Form

2.3 describe the characteristics of particular media genres and forms, and explain how they help to convey meaning and influence the audience *(e.g., explain how the elements of a movie trailer for an action/adventure film create audience expectations; compare the design of tabloid and broadsheet newspapers and explain their appeal to specific audiences; describe the key features of a web page, such as hypertext and navigation toolbars, and identify their purpose; explain how and why a narrative has to be changed when it is translated from novel to film; explain the use of thought bubbles in a comic strip; explain how sampling from pop songs is used by a rap artist to create meaning; identify the key ingredients that are part of every reality television show, such as the underdog character, the "challenge", the reward)*

Teacher prompts: "Why do audiences enjoy the formulaic plots used in soap operas? Where else do you see this type of plot being used?" "Why do fashion magazines use a combination of photographs, graphics, and text? Why do these magazines include articles about trends, clothing advertisements, and perfume samples?"

B. MEDIA AND SOCIETY

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Understanding Media Perspectives:** analyse and critique media representations of people, issues, values, and behaviours;
2. **Understanding the Impact of Media on Society:** analyse and evaluate the impact of media on society.

SPECIFIC EXPECTATIONS

1. Understanding Media Perspectives

By the end of this course, students will:

Individuals and Groups

1.1 analyse the representation of groups and individuals in media texts and comment on the perspectives, beliefs, or biases that are evident in the texts *(e.g., create a collage of familiar stereotypes in fashion magazines and explain the overall impact of these images; compare media representations of workplaces, vacation experiences, or family life to their own experiences in those areas and suggest reasons for differences; discuss how the message of a popular television program would change if the main characters were from a different socio-economic or ethnic group; explain the effects of the inclusion, exclusion, or positioning of people or groups in magazine advertisements; compare the ways in which television shows, news stories, and advertisements depict the elderly and suggest reasons for differences among them)*

Teacher prompts: "Do you see people you can identify with on television? Why or why not?" "What negative stereotypes are used in this text?" "Do you think the creator of this text was a member of the group being depicted in the text? Why or why not?" "Whose voices are missing, silenced, or discounted in the text?" "When advertisements show men in caregiving situations, to what extent are the depictions stereotypes? Why might that be the case?" "Why are fashion models usually young and slender? What does this suggest about societal norms?"

Current Issues

1.2 analyse media representations of current social, political, and cultural issues and events, and explain how the representations might affect the audience's interpretation of the issues *(e.g., analyse media coverage of a war or uprising and explain how this coverage might affect the audience's reaction to the conflict; assess the effectiveness of anti-smoking public service announcements for a teen audience; examine news coverage of Aboriginal communities and analyse the possible effect of the coverage on both Aboriginal and non-Aboriginal audiences; compare the coverage of current events in mainstream media with coverage in alternative periodicals, websites, or video documentaries)*

Teacher prompts: "When you research a current international news event, how can you ensure that you obtain a wide variety of perspectives on this event?" "How can the selection of photographs for a newspaper change the messages that the audience receives about an international disaster?"

Behaviours and Attitudes

1.3 analyse the representation of behaviours and attitudes in media texts and comment on how they influence the behaviours and attitudes of the audience *(e.g., analyse the news coverage given to the achievements of a local hero; compare the attitudes depicted in a newspaper during a conflict with the attitudes in a feature film or television drama created after the conflict was resolved; evaluate the extent to which the reporting of an actor's or athlete's successes and failures influences popular opinion; examine how a celebrity's homophobic or racist statement is treated in a tabloid newspaper and in an alternative newspaper, and identify reasons for differences)*

Teacher prompts: "What is your impression of the attitudes that family members have towards one another in various popular television series?" "How are bullies and bullying portrayed similarly or differently in news reports, hockey broadcasts, and children's cartoons? Why?" "Do you think the glamorization/derision of particular celebrities in the media is merited? Why or why not?"

2. Understanding the Impact of Media on Society

By the end of this course, students will:

Canadian Identity

2.1 evaluate the impact of mass media on perceptions of Canadian identity *(e.g., evaluate the impact of American satellite radio stations on programming by Canadian radio stations and analyse the possible effect on Canadian audiences; compare the number of screens dedicated to Canadian, American, and foreign films in local cinemas and discuss the possible effects of this breakdown on local moviegoers; examine the impact on Canadian society of the availability of Canadian content in split-run American magazines)*

Teacher prompts: "Do you think the coverage of Canadian junior hockey in the Canadian edition of an American sports magazine accurately reflects Canadian interests? Why or why not? How does this coverage compare to the coverage of American college football in the same magazine? What effect might these levels of coverage have on a young Canadian athlete?" "How does the national and international media coverage of Canadian athletes in international competitions affect Canadians' and non-Canadians' understanding of Canadian values, beliefs, and attitudes?" "What role has the national and international media played in students' perceptions of Canada's armed forces?"

Health and Relationships

2.2 analyse the impact of the media and of communication technologies on health, relationships, and interpersonal communications *(e.g., compare the uses and effects of text messaging and face-to-face dialogue; assess the effects that e-learning has had on traditional schooling; analyse the effects of using documentaries and/or websites to support the curriculum in a health or leadership class; explain how public service announcements affect the way in which society views bullying; discuss ways in which the rise of online communities has changed the lives of people struggling with body image)*

Teacher prompts: "What role might print or online articles about nutrition play in people's lives?" "How could you help elementary students understand the importance of Internet safety?"

Global Awareness and Globalization

2.3 assess the impact of the media on countries, cultures, and economies around the world and/or the relationships among them, focusing on globalization *(e.g., examine the interplay between North American musical trends and world music styles; examine how media coverage of major crises can influence the response of the international community; compare Canadian television commercials to those broadcast in other countries; research the impact of North American pop culture on the global marketplace; identify five globally recognized logos and report on each corporation's global reach and impact on society; compare the ratio of box office receipts from international and domestic sources for Hollywood films and discuss some of the possible reasons for this; explore how the programming for major film festivals showcases a variety of global voices)*

Teacher prompts: "To what extent does the media coverage of a major natural disaster influence the response from the Canadian government? From Canadians in general? What factors determine how long the event will be prominently featured in the mainstream news media in Canada?" "How might the importing of American sitcoms affect local television production in Canada? What impact might that have on Canadian culture?" "Why might people in developing countries want to watch American blockbuster films?" "How does the global distribution of media contribute to or detract from the creation of Canadian cultural products?"

Privacy

2.4 examine the ways in which the media and communication technologies can infringe on the privacy rights of individuals, and how consideration of those rights affects the behaviour of the media industry *(e.g., discuss whether and how school surveillance technologies affect student behaviour; explain why news outlets do not immediately release the names of people who are injured or killed; discuss the conflict between the privacy rights of celebrities and the rights of journalists to meet the audience's desire for information; identify the ways in which camera phones are changing expectations of privacy in public situations)*

Teacher prompt: "Why do the producers of documentaries and reality television programs ask participants to sign release forms permitting the use of their images in promotional material?"

Effects of Using Media Technology

2.5 explain how people use media and communication technologies in their personal and working lives and identify some of the effects of those technologies *(e.g., explain why students might choose a particular Internet search engine to research an essay topic, and discuss the ways in which research has changed with the invention and increasing sophistication of search engines; conduct a survey to determine trends in the use of media technologies by particular audiences and the effects of these trends; analyse the use of cell phones and text messaging for organizing political or social action; examine how technology enables multi-tasking; research the ways in which electronic communication technologies have extended the boundaries of work and the impact of this change on vacations and work-life balance; explain how new technologies help to inform people about emergency situations such as severe weather conditions or missing children, and analyse the results of such technology use; explain how digital photography affects the ways in which people transmit and receive images, and explore the impact on society)*

Teacher prompts: "How does an electronic greeting card send a different message than a postcard?" "Why do the police have computers installed in their cruisers?" "How has technology changed the way people acquire information about consumer products?"

C. THE MEDIA INDUSTRY

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Industry and Audience:** demonstrate an understanding of the ways in which the creators of media texts target and attract audiences;
2. **Ownership and Control:** demonstrate an understanding of the impact of regulation, ownership, and control on access, choice, and range of expression.

SPECIFIC EXPECTATIONS

1. Industry and Audience

By the end of this course, students will:

Targeting Audiences and Assessing Responses

1.1 analyse how and why media companies, sponsors, and advertisers identify and target audiences based on socio-economic factors and how they assess and react to audience response *(e.g., identify and discuss examples of television programs that target different demographic groups; explain why certain commercials are aired during prime-time dramas featuring teenagers; investigate and explain the rationale behind the product placement of luxury items in certain feature films and television programs; explain why certain corporations are interested in sponsorship arrangements with certain schools; research and compare methods used by different companies to measure television audience ratings; analyse box office reports and music sales charts and suggest how companies may react to the results; research how the responses of test audiences and focus groups have affected decisions about content in movies or advertising campaigns)*

Teacher prompts: "How and why do media companies gather information about different groups of consumers? How do companies use demographics [*information about age, gender, income, education, and so on*] to determine how to advertise to a particular target group or market?" "Why do major movie studios conduct audience screenings prior to the release of their films?"

New Technologies and Content Delivery

1.2 identify some of the ways in which the delivery of content to audiences has changed as a result of new technologies and describe the effects of those changes *(e.g., explain how the widespread use of MP3 players has forced record companies to change their distribution methods; explore the effect of increasing numbers of television channels on mainstream television programming; research how the fragmentation of television audiences has changed the nature of shared cultural experiences; research and analyse the ways in which digital television systems allow media consumption to be individualized)*

Teacher prompts: "Consider a television program that airs only on a specialty cable channel. What are the advantages and disadvantages for the viewer? For the producer?" "What effect might the fragmentation of media audiences have on shared cultural identity?"

Marketing Across Platforms

1.3 explore how a media product or personality is marketed to an audience across a range of media platforms *(e.g., identify and explain several ways in which animated films are promoted through fast food chains; research the media strategies used to give a pop star "brand" identity; explore the ways in which video games and television cartoons are used to promote products and celebrities)*

Teacher prompt: "How many ways is this new film being marketed? Which ones do you think are the most effective for its target audience? Why?"

2. Ownership and Control

By the end of this course, students will:

Regulation

2.1 explain how government regulations and industry codes affect the way in which media companies operate *(e.g., examine the role of the CRTC in promoting Canadian content on television and radio; compare and contrast the effects on media businesses of the regulations governing media ownership in Canada and in the United States; analyse several print advertisements to see how well they conform to the Canadian Code of Advertising Standards; explain how copyright law and guidelines for protecting intellectual property rights affect the media industry)*

Teacher prompt: "How do programming requirements for children's television shows in Canada affect what is produced and who is allowed to participate?"

Concentration of Ownership and Its Effects

2.2 research the current patterns of media ownership and explain the impact of these patterns on access, choice, and range of expression *(e.g., identify the owners of each of the media outlets in the local community; identify the holdings of a major media conglomerate and explore the relationships that the holdings have to each other; research the advantages and disadvantages of the media being controlled by a small number of institutions in Canada and in the United States; explain how the concentrated ownership of media can privilege certain perspectives)*

Teacher prompts: "Why is it likely that a news report that people read or view in one part of Canada will be exactly the same as in another part? How does that affect the quality of the information that the audience receives?" "What is the largest media company in Canada, what does it control, and how might this affect the choices available to consumers and producers?" "If you were the owner of several media outlets, how could you use your various companies to promote your latest feature film? What advantages would that give you over an independent film producer?"

Technology and Perspectives

2.3 explain the impact of technology on the perspectives and voices available to media audiences *(e.g., explain how the Internet has broadened access to alternative music; explain how computer technology has allowed individuals and small organizations to publish sophisticated media texts; explain how blogs have provided access to divergent opinions on world events; explain how the cost of access to the Internet can exclude some perspectives from online communities)*

Teacher prompts: "Whose perspective is presented in this blog? How does that perspective differ from the one you hear on the evening news?" "Why is this video only available online?" "Whose voice is heard? Why?" "How does digital photography allow a wide range of Canadians to share their stories and perspectives?" "Why do Internet 'hackers' target large media corporations?" "How does digital recording technology affect the sharing, distribution, and sale of cultural products such as movies and television shows among a global audience?"

Gatekeepers

2.4 analyse the factors that determine what media texts will or will not be made available to the public *(e.g., research how newspapers determine which stories will appear on their front page; research how content ratings are applied to video games; debate controversial music lyrics and the limits on artistic expression; explain how commercial concerns may limit the range of choices available in a bookstore)*

Teacher prompts: "Do you think this rap song is likely to be used in television shows or commercials? Why or why not? Do you agree with that reasoning?" "Who decides which video games will be made available to consumers in Canada?"

Impact of New Technology on Industry

2.5 analyse the effects of new technologies on the media industry *(e.g., report on the ethical and economic implications of digital sampling in the music industry; examine the effects on the film and television industry of the online proliferation of amateur videos)*

Teacher prompt: "How has the newspaper industry been affected by the emergence of online news providers and of 'citizen journalism'? How has the industry reacted?"

D. PRODUCING AND REFLECTING ON MEDIA TEXTS

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Producing Media Texts:** create a variety of media texts for different audiences and purposes, using effective forms, codes, conventions, and techniques;
2. **Careers in Media Production:** demonstrate an understanding of roles and career options in a variety of media industries;
3. **Metacognition:** demonstrate an understanding of their growth as media consumers, media analysts, and media producers.

SPECIFIC EXPECTATIONS

1. Producing Media Texts

By the end of this course, students will:

Purpose and Audience

1.1 create media texts for different purposes and audiences *(e.g., explain the choices made in creating a water-safety poster for adults as opposed to one created for children; create separate public service announcements to promote healthy eating among teenage males and females; adapt an article from a national newspaper for a community newspaper; explain what information and ideas they intended to convey in a comic that they created)*

Teacher prompt: "How would you create comic books that address a serious issue [e.g., *racism*] in ways that target different groups of people, such as adults, adolescents, and children?"

Form

1.2 select an appropriate form for a media text they plan to create, and explain why they made that choice *(e.g., adapt a short story for a comic book or a podcast; write or produce news stories about the same event for radio and for the school newspaper)*

Teacher prompt: "What form(s) of media would you use to encourage automobile drivers to pay strict attention to the road when they are at the wheel? Why?"

Using Media Conventions and Techniques

1.3 select and use the conventions and techniques of a particular form to produce media texts *(e.g., create suspense in a video by using low camera angles, eerie music, and dim lighting; design a website for young children that includes animated clip art and coloured text; design a business card that students at their school could hand out when looking for part-time work or volunteer opportunities; create a print advertisement about drug abuse aimed at a teen audience, using print design conventions; create a collage for children that presents a message about healthy eating habits)*

Teacher prompts: "What conventions and techniques would you use to design a calendar based on your hobbies or interests?" "What techniques would you use to create a software presentation for your fellow students on the topic of homophobia?"

Language and Point of View

1.4 select and use the appropriate level of language, tone, and point of view when creating media texts for specific purposes and audiences *(e.g., record a commentary on a school sports event in the style of a favourite commentator; write an article targeted for a mainstream national newspaper and then rewrite it for an alternative newspaper, using an appropriate style for each)*

Teacher prompt: "If you were to write a jingle for a radio commercial or podcast aimed at attracting Grade 8 students to your school, what kinds of lyrics and music would you use?"

Production Process

1.5 employ planning strategies for pre-production, production, and post-production *(e.g., create a storyboard when a planning a video; create a detailed plan for a multimedia campaign that includes television or radio commercials, print advertisements, and product tie-ins; create a chronology of events in outline form to plan a script; use free association to brainstorm visual images to be used in a collage)*

Teacher prompt: "What steps would be involved in planning, recording, and marketing a CD or digital compilation of your favourite songs?"

Credits and Permissions

1.6 research and obtain the necessary credits and permissions for the media texts they create, and explain the importance of doing so *(e.g., list the guidelines that exist for citing material from newspapers or magazines posted on the Internet; research the guidelines for using an artist's music in a film, video, or television program)*

Teacher prompts: "When is it necessary to obtain permissions for material that you use in a media text you create?" "How did you deal with the issue of credits and permissions when you made your video?"

2. Careers in Media Production

By the end of this course, students will:

Definition of Roles

2.1 identify and distinguish between the various positions involved in the production of a variety of media texts *(e.g., use the Internet to research the specific roles involved in the production of a magazine; using the "behind the scenes" features on a DVD, explore the ways in which a television director interacts with writers, actors, and sound, camera, and lighting crews during the production process)*

Teacher prompts: "How does the role of a film director differ from that of a film producer?" "How does the job of a copy editor compare to that of a news reporter?"

Career Opportunities

2.2 research careers in the media and in related industries *(e.g., write a report on the career opportunities in the media for an editor, producer, cinematographer, carpenter, film lab technician, entertainment lawyer, actor, accountant, caterer, web designer, reporter, or photographer; interview an employee of a local media business, such as a television studio or advertising agency, and create a presentation or write an article about the interview)*

Teacher prompt: "What employment opportunities in the media emphasize oral communication?"

3. Metacognition

By the end of this course, students will:

Media Consumer

3.1 reflect on how their behaviours as consumers of media have changed in response to their study of media *(e.g., maintain a journal to reflect upon, record, and explain personal media use and preferences over the course of the term; give a short speech that compares their current and previous understandings of bias in media texts and the effects that their new level of understanding has had on their media consumption)*

Teacher prompt: "How has studying a variety of media texts affected your perceptions of the role you play in creating meaning from texts?"

Media Analyst

3.2 reflect on the strategies they used to evaluate media representations *(e.g., reflect on why it is important to discuss their opinions with others when examining a variety of perspectives on media representations; identify key questions that were effective for analysing media representations; reflect on how they evaluate a film by using comparisons; identify the criteria they use to determine whether to keep watching a television series; explain how interviewing store managers and clients helped them evaluate window displays)*

Teacher prompts: "When looking at an advertisement, what strategies do you use to evaluate the representations of gender?" "How do you evaluate point of view in a media text? Which strategies are the most effective?" "In the photograph of a conflict, who is in a position of power? Who is excluded from the photograph? From whose perspective is the photograph taken?" "How would you decide which images to use if you were designing a poster for a school dance?"

Media Producer

3.3 select and present work that reflects their growth and competence as media creators, and explain the reasons for their choices *(e.g., create a presentation that explains their growth in the use of production techniques; mount a classroom or hallway display of various works with brief descriptions of why each one was chosen)*

Teacher prompt: "Of all the media texts that you have created this year, which ones would you want to share outside of class? What method would you use to share them? Why?"

Presentation and Speaking Skills

Open EPS3O

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations.

Prerequisite: English, Grade 10, Academic or Applied

Strands

The expectations in this course are organized into the following strands:

A. Understanding Presentations
B. Making Presentations

A. UNDERSTANDING PRESENTATIONS

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Identifying Elements of Effective Presentations:** identify and analyse the characteristics of effective presentations;
2. **Assessing Presentations:** produce critical assessments of a variety of presentations.

SPECIFIC EXPECTATIONS

1. Identifying Elements of Effective Presentations

By the end of this course, students will:

Identifying Forms

1.1 identify a variety of presentation forms *(e.g., oral reports, speeches, lectures, debates, public address announcements, panel discussions, book discussions, storytelling, recitations, role plays, seminars, sales presentations, interviews, multimedia presentations)*

Teacher prompts: "How do different types of speeches suit different purposes?" "How would you define a 'speech'?"

Identifying Elements of Style and Organization

1.2 identify elements of style, stylistic devices, and organization in selected speeches or debates by famous orators *(e.g., identify examples of repetition, rhetorical questions, and climactic order in excerpts from selected speeches; identify how a speaker uses tone to engage an audience; identify the use of repetition for emphasis in an anecdote; compare the use of the narrative and poetic elements in a medieval and a contemporary ballad)*

Teacher prompts: "What is the effect of that rhetorical question?" "What stylistic devices do you see the speaker using in this presentation?"

Identifying Performance Techniques

1.3 identify the techniques that effective speakers use to make convincing presentations *(e.g., describe the body language and vocal inflections used in a motivational speech; explain how factors such as volume, pace of speech, pitch, tone of voice, eye contact, facial expressions, posture, dress, movement, and gestures reinforce meaning in presentations; identify how the use of periodic summations, transition words, and humour engage an audience and sustain the audience's interest; explain the use of visuals to persuade in a sales presentation)*

Teacher prompt: "What is the speaker doing to influence the audience's response?"

Identifying the Uses of Audio-Visual Aids

1.4 identify how audio-visual aids are used to support the oral components of a presentation *(e.g., explain the use of presentation software to emphasize key points in a sales presentation; identify how charts and graphs are used to reinforce specific elements in an oral presentation; explain how and when audio clips should be used to vary the pace in a presentation)*

Teacher prompts: "Were the visual aids effective or distracting?" "How many video clips could you use before you begin to lose your audience?"

Identifying Cultural Conventions

1.5 describe conventions of oral and non-verbal communication in various cultures and how these conventions affect the delivery of oral presentations *(e.g., find and discuss information about how different cultures view the use of eye contact and body language during presentations; research the training and protocols associated with Aboriginal storytelling; compare and contrast the use of kissing as a greeting in various cultures)*

Teacher prompts: "What cultural conventions did you observe in the speaker's performance?" "How well would this speaker communicate with an audience outside of North America?"

2. Assessing Presentations

By the end of this course, students will:

Effective Listening

2.1 use techniques of effective listening and note-taking to understand the ideas and information given in presentations *(e.g., identify what they hope to learn from a lecture; make notes to record key points and organization during a speech; identify the implications and consequences of information provided in a presentation)*

Teacher prompts: "What techniques did you use when you listened to your peer's presentation? How effective were the techniques you used?" "What key points did the speaker make?"

Evaluating Form and Content

2.2 assess the appropriateness of the chosen form and the effectiveness of a presenter's ideas, in view of the topic, audience, and purpose of the presentation *(e.g., assess the extent to which the needs of the audience have been met by the content and form of a presentation; use an evaluation checklist to assess clarity of arguments, persuasiveness, and quality of refutations in a debate; identify logical fallacies in oral presentations and assess the extent to which they undermine the credibility of the speaker's message; use a graphic organizer to track and evaluate the organization of the ideas in a presentation)*

Teacher prompts: "How effective was the speaker in convincing you of his/her opinion?" "Was there sufficient evidence on which to base a reasonable conclusion?" "Was the form of the presentation appropriate for the content and audience?"

Evaluating Style and Organization

2.3 assess the style and organization of a presentation *(e.g., assess the structure of a presentation; assess the use of stylistic elements, such as humour and tone, to engage an audience)*

Teacher prompt: "Are there other structures that could be used? Why would they be more effective or less effective than the current structure?"

Evaluating Delivery

2.4 assess the effectiveness of the presentation techniques and audio-visual aids used in an oral presentation *(e.g., discuss in a group the three most effective techniques used in a presentation; develop criteria on which to base an assessment of a presenter's use of voice and gestures; evaluate the effectiveness of the audio-visual aids used in a presentation)*

Teacher prompts: "What did the speaker do particularly well in delivering this speech? What did you observe about his speaking style that you would like to try in your own presentations?" "Were audio-visual aids overused or underused in the presentation? Why do you say that?"

Communicating Feedback to Peers

2.5 provide objective and constructive feedback on presentation rehearsals and presentations by peers *(e.g., develop a process and vocabulary for providing constructive feedback; work with a partner to make a T-chart of strengths and weaknesses during the rehearsal of a presentation; use peer conferences and checklists of specific criteria to provide feedback after presentations)*

Teacher prompt: "How can you give the presenter your feedback in a way that will help her to see both strengths and weaknesses in a constructive and positive manner?"

B. MAKING PRESENTATIONS

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Planning Presentations:** plan presentations for specific purposes and audiences;
2. **Delivering Presentations:** communicate orally for a variety of purposes and audiences, using the forms, language, and techniques of effective oral presentations;
3. **Reflecting on Presentation Skills and Strategies:** reflect on the skills they have acquired in preparing, delivering, and responding to presentations.

SPECIFIC EXPECTATIONS

1. Planning Presentations

By the end of this course, students will:

Selecting Appropriate Forms

1.1 select appropriate oral presentation forms for various purposes and audiences *(e.g., a storytelling session to entertain a class at an elementary school; an oral recitation of a poem in a class presentation on a poet; a persuasive argument on why they should be allowed to borrow the family car for an outing; a group presentation on drunk driving for a high school audience; a presentation to the school council, with a question-and-answer component, to encourage parental support for a student initiative)*

Teacher prompt: "What form will you use? Why? What other options did you consider?"

Group Planning Skills

1.2 identify the attributes required to successfully plan a presentation as a group, and participate in a group to plan a presentation *(e.g., roleplay various characteristics that individuals may bring to a group and discuss the contribution that each characteristic makes to the success of a team; identify behaviours and speaking patterns that are counter-productive to developing a team presentation; examine how group members can share tasks in the investigation of a topic; identify the advantages of a cooperative approach in areas such as sharing the workload, communicating about strategies, and using each member's strengths)*

Teacher prompts: "What helped your group work together effectively?" "How did you contribute to the preparation of your group's presentation?"

Planning for an Audience

1.3 identify the considerations that are important with respect to audience and venue when planning an oral presentation *(e.g., make a floor plan of the presentation venue to decide on the best use of the space; select visual aids and technology for a multimedia presentation that are appropriate for the size and composition of the audience; identify the prior knowledge, assumptions, expectations, and attention span of the audience in order to customise a presentation on a book; determine how best to allot the available time to allow for audience participation and a question-and-answer session)*

Teacher prompts: "How will you compensate for the fact that the audience does not know much about this topic?" "What can you do to make the presentation more accessible for English language learners?"

Research

1.4 select relevant and significant information from research to suit the topic, purpose, and audience *(e.g., gather relevant information about healthy lifestyles to engage a teenaged audience; select and research a specific topic related to workplace safety, taking into account the prior knowledge and needs of co-workers; research what college programs match particular skills and interests in preparation for a class presentation)*

Teacher prompts: "How will you know when you have done enough research?" "What else would a teenaged audience want to know about this topic?"

Developing Content and Structure

1.5 apply knowledge of the characteristics of effective presentations to plan content and structure for presentations to several different audiences *(e.g., create an agenda for a presentation to persuade the school board to rename the school; begin a speech with a startling statistic to engage the interest of an audience of peers; search the Internet for images that may be downloaded and used in a slide presentation about a global issue for an audience of elementary students)*

Teacher prompts: "How will you engage the audience when you begin your speech?" "What visuals would be an effective backdrop to your presentation?"

Rehearsing

1.6 select and use effective rehearsal strategies to practise and polish a presentation *(e.g., practise a speech in front of peers or family members; rehearse a panel discussion or a group presentation to refine sequencing and transitions; rehearse the use of visual aids and software; test the compatibility of technology in the presentation venue)*

Teacher prompt: "What is your most effective rehearsal technique? What new rehearsal technique would you like to try?"

Building Confidence

1.7 use appropriate strategies to increase confidence *(e.g., memorization, repeated rehearsals, appropriate dress, relaxation and breathing exercises, mnemonic devices, visualization)*

Teacher prompts: "What will help you to feel most prepared in front of the audience?" "What sorts of cues will you need to keep on track?"

2. Delivering Presentations

By the end of this course, students will:

Purpose and Audience

2.1 make presentations in a variety of forms for various purposes and audiences *(e.g., debate a topical issue at a student assembly; tell a story to a younger audience; role-play a job interview; present a monologue adapted from a novel; make a multimedia presentation to promote a school trip)*

Teacher prompts: "What could you do to develop your skills as a speaker?" "What opportunities are there for you to make presentations outside of class?"

Language

2.2 use appropriate and effective language in oral presentations *(e.g., use specialized language in a product or skill demonstration; use imagery or analogy to emphasize and clarify key points; use non-discriminatory and inclusive language consistently; describe a language choice they made in a presentation and explain why it was effective)*

Teacher prompt: "Is there another way to phrase this sentence to make it more inclusive?"

Presentation Techniques

2.3 use appropriate techniques in both individual and group oral presentations *(e.g., use appropriate transitions between group members when delivering a presentation; use techniques such as rhetorical questions, humour, repetition, and dramatic pauses to engage the audience in a speech promoting a student-operated business; speak at an appropriate pace in a student seminar to allow the audience to take notes; vary volume, pitch, and inflection for emphasis and to maintain audience interest in an oral report)*

Teacher prompt: "What interesting touches were there in your delivery? Think about something as basic as volume or pace of speaking."

Audio-Visual Aids

2.4 select, create, and use appropriate audio-visual aids using available technology *(e.g., use an agenda, flipchart, posters, transparencies, slides, videos, tables, or graphs to organize and clarify meaning in presentations; make appropriate design choices, including font size and colour; prepare concise handouts for an audience; use a sound recording of a poem to enhance a presentation during a seminar on poetry; create animated graphics to emphasize a key point in a sales presentation; use a videotape of a news clip to illustrate a report on a current issue; use recorded music and slides to create atmosphere during storytelling)*

Teacher prompts: "What would be an appropriate aid for a presentation on this topic?" "What type of aid would help your audience to more clearly understand the complexity of the point you want to make?" "Where can you most effectively use technology to enhance your presentation? At what point would it become a distraction?"

Responding to Audiences

2.5 monitor audience reactions during a presentation and adapt delivery accordingly *(e.g., ask questions to check audience understanding and engagement; rephrase main ideas for clarification; move on to the next major point quickly to recapture the attention of a restless audience; add humour to reinforce and emphasize key* *points; respond quickly, confidently, and appropriately to unexpected digressions, interruptions, or questions during the presentation)*

Teacher prompts: "What can you do when you see that your audience is less engaged than you would hope?" "How can you adapt your stand-up comedy act if your audience is not laughing?"

3. Reflecting on Presentation Skills and Strategies

By the end of this course, students will:

Metacognition

3.1 identify the skills they have acquired in making and assessing presentations, and create a plan for improvement *(e.g., identify the strategies and skills learned in this course that have helped them become more effective presenters; identify the feedback received from a peer that was most helpful in improving a presentation; write a critique of one of their own recent presentations, list possible improvements, and practise the skills needed to make those improvements; identify speaking and presentation skills they will need in careers that are of interest to them)*

Teacher prompts: "What has worked for you in recent presentations?" "What would you like to improve about your presentation style or preparation?" "What have you learned from your analysis of other presentations that has made you a better presenter?"

Studies in Literature, Grade 12

University Preparation ETS4U

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

Prerequisite: English, Grade 11, University Preparation

Strands

The expectations in this course are organized into a single strand.

STUDIES IN LITERATURE

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Understanding Texts:** read and demonstrate an understanding of a variety of literary texts from different countries, cultures, and historical periods;
2. **Analysing Texts:** respond to and analyse literary texts to develop and extend their understanding of how content, form, and style in combination communicate meaning and enhance a text's effectiveness;
3. **Critical Literacy:** demonstrate an understanding that the perspective of the author, the reader, and the text all influence the reading experience;
4. **Literary Criticism:** use literary criticism to enhance their understanding of literature;
5. **The Role of Literature in Society:** assess the importance of literature as a social and cultural force.

SPECIFIC EXPECTATIONS

1. Understanding Texts

By the end of this course, students will:

Variety of Texts

1.1 read a variety of types of literary texts by authors from a variety of backgrounds, cultures, and time periods *(e.g., create an annotated bibliography of titles they have read on a specific theme, with brief notes about their reactions to each title; design a reading list of self-selected texts, in consultation with the teacher, to explore a particular genre, author, time period, or country; write a literary essay on a particular genre, author, time period, or country, synthesizing information and insights from multiple texts)*

Teacher prompt: "Who are the major writers and what are the major texts associated with this literary movement?"

Reading With a Purpose

1.2 identify a purpose (or purposes) for reading particular texts *(e.g., an essay, to determine the author's beliefs; a literary reference text, to obtain information about an author, a novel, a literary period, or various rhetorical and literary devices; a website, to find biographical information about an author; works by Aboriginal writers, to develop their understanding of some of the cultural and social concerns of First Nation, Métis, or Inuit peoples)*

Teacher prompt: "What important details did you notice in rereading the text that you missed in your first reading?"

Using Reading Comprehension Strategies

1.3 identify a variety of reading comprehension strategies, select those that are most appropriate for specific reading purposes and tasks, and use them before, during, and after reading to enhance their understanding of texts *(e.g., develop a series of questions while reading a text; make connections between a text and other texts, personal experiences, and global or community events; annotate a short excerpt from a play or novel to explain inferences, make connections, record questions and reactions, paraphrase ideas, and interpret graphics)*

Teacher prompts: "What insights into the novel did you develop as a result of the journal exchanges with your group members?" "Was your prior knowledge of the topic useful for understanding the situation depicted in the novel? Why or why not?"

2. Analysing Texts

By the end of this course, students will:

Responding to Texts

2.1 respond to texts in a variety of ways before, during, and after reading to extend their understanding of the ideas, themes, language, and issues in the texts *(e.g., collaborate with peers to create dialogue for and enact a scene that represents a different resolution from the one in a story they have read; write in role as a central character who is reflecting upon his or her choices and the possible consequences of each; create a concept map of the figurative allusions in a text to help identify some underlying ideas in the text)*

Teacher prompts: "What connections were you able to make between the poem you studied in depth and other texts you've read in the course?" "What observations did you make about the author's writing style as you read the story?" "What recurring themes can you identify in this poet's work? Do you find these themes relevant to your personal experience?"

Exploring Background Information

2.2 use information from secondary sources to understand how historical, political, and cultural contexts influence the presentation of ideas, issues, and themes in texts *(e.g., conduct research into the historical period in which a novel is set to identify social and economic factors that would have affected the life choices of the novel's male and female characters; create a web page for other students that summarizes how the historical, political, and social conditions of the time may have influenced the writing of a particular text; identify factors that might influence or explain the behaviour of the characters in a text, such as familial expectations or pressures, faith, attitudes about homosexuality or sexual identity, or attitudes about the supernatural)*

Teacher prompts: "What historical event has the author depicted in the novel and how has the event been incorporated into the story?" "Is the particular political situation portrayed in the novel of major or minor importance to the theme and/or action in the text?"

Analysing Texts

2.3 analyse texts in terms of the information, ideas, issues, and themes they explore, providing evidence from the texts to support their analysis *(e.g., identify imagery that communicates a central theme of a text; make inferences about a character's psychology on the basis of the character's actions; write a new scene for a play to highlight an aspect of its theme; infer the social class of the characters in a story based on their speech in passages of dialogue; compare the arguments in two essays and write a summary of each author's thesis/position)*

Teacher prompts: "What details in the story suggest or reveal the nature of the conflict between the characters?" "How do the poem's images relate to its theme?" "What new insight is provided by the author's repetition of this phrase from earlier in the story?" "What evidence in the text supports your inference about the character's motivation?"

Text Forms

2.4 explain how the characteristics of different text forms help communicate meaning in a variety of literary texts *(e.g., explain the effect of disruptions in chronological order – such as flashbacks or flash forwards – in a novel; select a scene from a text and rewrite it in a different form – such as by converting an excerpt from a novel into a news report; explain what information the shift from metre to free verse in a poem conveys to the reader; write a parody of a poem)*

Teacher prompts: "Where is your eye drawn first in the graphic novel – to the illustrations or the text? How does this affect the way you navigate through the text?" "How does the prologue to the play prepare the audience for what follows? By establishing a mood? By provoking curiosity? Or in some other way?" "How effectively does the pre-title sequence in this film version of the play communicate the opening mood of the play?" "What would happen to the novel if its events were related in a different order?"

Elements of Style

2.5 identify various elements of style used in texts and explain how they help communicate meaning and enhance the effectiveness of the text *(e.g., analyse the syntax of sentences in a paragraph to clarify the meaning of the paragraph, and assess the effect created by the syntax; assess how the use of multiple narrators affects the pacing, tone, and revelation of themes in a novel; view a role play of a scene from a text and assess the clarity and authenticity of the characters' voices; write an essay tracing the use of a particular image throughout a text and evaluating its effectivenes in conveying the theme of the text; write and deliver a persuasive speech related to an issue in a text, using rhetorical devices similar to those employed in the text)*

Teacher prompts: "What effect is achieved by the poet's unusual syntactical constructions?" "What details in the dramatic monologue reveal the speaker's inner motivations and values most clearly?" "How does the use of an extended metaphor or analogy heighten the impact of the essay's thesis?"

3. Critical Literacy

By the end of this course, students will:

The Author's Perspective

3.1 demonstrate an understanding of how an author's writing has been influenced by factors such as gender, time period, cultural background, and social and political conditions and events *(e.g., explain in a seminar presentation the ways in which a text reveals the background and interests of its author; use a graphic organizer to compare two texts on the same theme from the same time period by authors of different nationalities or social circumstances, and determine whether and how their different backgrounds may have influenced their points of view)*

Teacher prompt: "Do the ideas and views of the author reflect or challenge attitudes that were widely held at the time the text was written? What influences on the author might account for his or her views?"

Audience Perspectives

3.2 analyse texts in terms of how social, cultural, and political contexts and different readers' personal perspectives may influence readers' interpretations of the text *(e.g., evaluate the message in a play or novel from a past historical period in the light of contemporary social attitudes about gender, race, sexual orientation, social class, and/or ethnicity)*

Teacher prompts: "Do contemporary attitudes about gender and sexual orientation in Western cultures make it easier or harder for you to understand the conflict depicted in a novel written before 1900?" "Why might a war poem from a past century have had a different impact on the audience of its day than on audiences from other times, including contemporary audiences?"

Perspectives in the Text

3.3 analyse texts to identify particular perspectives presented in them and the stylistic and/or structural means used to communicate those perspectives *(e.g., identify whose psychology or perspective(s) is/are foregrounded in a text – those of characters from "mainstream" society or those of characters in a "marginal" position in society; explain how language, imagery, and structure work together in a text to help communicate one or several perspectives; write the script for a scene in which characters discuss a social issue addressed in a text they have read, to express different viewpoints on the issue; create and role-play a dialogue between a "heard" voice and another relevant but "unheard" voice from a text)*

Teacher prompts: "Do you think the narrator's opinions are completely unbiased? What evidence in the text suggests that he or she is (or isn't) an entirely reliable commentator?" "Which characters in the story have not been given a voice, and what difference does that make to the way you understand their situation?" "Does this character's response to social conventions match or differ from the dominant perspective(s) in the text? How does it support or contradict the theme?"

4. Literary Criticism

By the end of this course, students will:

Understanding Literary Concepts and Terms

4.1 demonstrate an understanding of key concepts and specialized terms that are used in literary criticism *(e.g., create a poster that uses appropriate terminology to identify the characteristics of particular genres; classify course texts according to the literary movements, genres, or thematic categories they exemplify; list key elements of a critical theory that could be applied to a particular text)*

Teacher prompts: "What new concepts have you learned that you find helpful in thinking about literary texts?" "Which literary approach makes the most sense to you? Why?" "How can looking at a text through a specific critical lens shed light on the meaning of the text?"

Applying Concepts

4.2 use key concepts or approaches of literary criticism to help them analyse and interpret literary texts *(e.g., in a classroom discussion, relate characters in a short story to various archetypes; create a poster presenting interpretations of a text based on two different critical approaches; write a critical review of a text using a particular critical approach and evaluate the usefulness of the approach as an interpretive tool)*

Teacher prompts: "How might your interpretation of the text change if you considered it from a feminist perspective?" "What differences would there be between a Marxist and a feminist reading of this text?" "Why is it helpful to apply a number of theories before committing to an interpretation of a text?"

Researching and Evaluating Critical Interpretations

4.3 assess critical interpretations found in print and electronic sources and use those that seem most appropriate, helpful, or convincing to extend their understanding of specific works in the course *(e.g., write a brief synopsis of a critical review and assess the degree to which it provides insight into a play; using a graphic organizer, compare different book reviews, including a review they have written, in terms of what issues or aspects of a literary text they focus on)*

Teacher prompt: "What does the essayist/reviewer think about the text and what evidence or arguments does he or she use to support the interpretation?"

Assessing Peer Critical Responses

4.4 compare peers' critical responses with their own to clarify and extend their understanding of literary texts *(e.g., record, reflect on, and comment on group members' responses to a section of a novel; participate in a group discussion about the validity of a critic's interpretation of a text)*

Teacher prompt: "To what extent do you agree with your classmates' analyses of the text? Which of their interpretations of the novel do you find problematic, and why?"

5. The Role of of Literature in Society

By the end of this course, students will:

Fostering Social, Cultural, and Political Awareness

5.1 explain how literary texts raise awareness about a range of topics, issues, ideas, cultures, events, and people *(e.g., in a presentation to the class, describe how a particular literary text has altered their view of, or provided insight into, a social injustice, a contemporary issue, a cultural or religious conflict, or the legacy of an important historical figure; identify the issues addressed in a controversial literary text and explain how the text challenges social, cultural, or political norms with respect to those issues; identify texts they have studied that bring marginalized voices to the attention of a mainstream audience)*

Teacher prompts: "Did the novel offer a valid perspective on the issue that you hadn't encountered in your research?" "Can you name a literary text that has generated controversy? Why was it controversial? How did the text – or the controversy that surrounded the text – contribute to the public's understanding of the issues it raised?"

Engaging the Intellect and Imagination

5.2 identify ways in which literary texts can promote readers' intellectual and imaginative growth *(e.g., in a small group discussion, identify ideas in a literary text that cast new light on some aspect of their own lives; explore, in role, the subconscious or conscious motivations of a character in a text; use a teacher-provided prop that suggests the theme of a text as the focus of a short dramatic presentation about the text)*

Teacher prompt: "How has a specific author managed to grab your interest and make you think about a particular topic or issue?"

Promoting Personal and Social Change

5.3 identify ways in which literary texts might promote social and personal change *(e.g., write and deliver a speech based on a famous example of political rhetoric to encourage an audience to take social action; write a journal entry about ways in which literature has inspired or might inspire people to change their minds or their behaviour; write an editorial, incorporating references from a text, recommending a remedy for an injustice depicted in the text)*

Teacher prompts: "How has one text studied in the course prompted you to reconsider your own attitudes or beliefs?" "How has the reading of a specific text helped you to better understand those whose life experiences are significantly different from your own experiences?"

Exploring Human Nature

5.4 explain how the study of literature has contributed to their understanding of human nature *(e.g., in a class discussion, debate the validity of quotations about human nature found in texts studied in the course; relate the educational opportunities available to various characters in a novel to the characters' moral, intellectual, or emotional development in the novel; identify similarities and differences in how myths from around the world portray human motivations and behaviour; identify, and share with the class, text passages that seem to capture or express some truth about human emotions such as loss, joy, pride, regret, or anticipation)*

Teacher prompts: "What recurring themes have emerged in this course that would shed light on what it means to be human?" "Is there a specific text that has helped you understand better those whose life experiences are significantly different from your own?"

Developing Personal Awareness

5.5 explain how their study of literature has enhanced their understanding of themselves as readers and as individuals *(e.g., explain in a journal entry how one or more literary texts have influenced their own world view; explain in a letter to a friend how a text has helped them to cope with a difficult situation; describe a life lesson they have learned from a text; share their reflections about the experience of studying literary texts with a group of younger students; in a class discussion, explain how their reading in the course has influenced their appreciation of a particular literary genre or historical period, or a particular author's work)*

Teacher prompts: "Which texts most resonate with your own experiences?" "What kinds of texts do you consider yourself most skilled at interpreting?" "Which of the texts that you have read this year did you find most challenging? Why?"

The Writer's Craft, Grade 12

University Preparation EWC4U

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Prerequisite: English, Grade 11, University Preparation

Strands

The expectations in this course are organized into the following strands:

A. Investigating Writing
B. Practising Writing
C. Reflecting On Writing

A. INVESTIGATING WRITING

OVERALL EXPECTATION

By the end of this course, students will:

1. **Writing, Writers, and the Writing Life:** demonstrate an understanding of writing as an art, a craft, and a career as they explore the work of a variety of Canadian and international writers.

SPECIFIC EXPECTATIONS

1. Writing, Writers, and the Writing Life

By the end of this course, students will:

Writing Models

1.1 read a range of teacher- and self-selected models of effective writing to become familiar with the art, craft, and world of writing *(e.g., read a variety of narrative texts that reflect diverse cultural and geographical perspectives, including work by Aboriginal authors; read work by beginning and local authors published in quarterlies and small publications; read a variety of online writing by both professional and amateur writers)*

Teacher prompts: "Which of the pieces in this quarterly seem most ready for a wider audience? Why? Which, in your opinion, are not appropriate for a wider audience? Why?" "What types of writers and audiences are served by this publication?"

The Art and Craft of Writing

1.2 demonstrate an understanding of the art and craft of writing after examining interviews with and articles by writers about their writing practices, processes, and beliefs *(e.g., compare the ideas about writing and the writing process described by two authors in two different articles; describe a new understanding of the writer's craft that they acquired by attending a public reading of an author's work; research recent works on freedom of expression and the importance of global communities of writers by writers affiliated with international organizations such as PEN or Amnesty International)*

Teacher prompts: "If you were interviewing this writer, what questions would you want to ask about the process involved in writing this piece?" "What role have writers played in countries where freedom of expression is controlled or denied?" "What do the writers you have researched have to say about the importance of a writing community?" "Role-play a writer you have been studying who is being interviewed on the creative challenges of writing poetry." "What did you notice about this work when you heard the writer read it aloud that you hadn't noticed before?"

Elements of Form

1.3 analyse and assess the effectiveness of the ways in which writers use elements of form *(e.g., verse structure in poetry; stage directions in drama; character, setting, and point of view in fiction; headings and sidebars in magazine articles; charts and graphs in textbooks; colour, images, and fonts in advertisements)* to communicate meaning *(e.g., identify the stanzaic pattern used in a poem, and suggest reasons why the poet chose to use it; examine and assess the effectiveness of the persuasive interplay between fact and opinion in two reviews of a popular film; explain how the authors of a fictional narrative and a personal essay on the same theme have used the different forms to convey their similar messages, and assess which one is more effective; explain how character development is used to propel the plot of a narrative text; explain how headings and sidebars are used in magazine articles to highlight key points; explain how charts and graphs are used in textbooks to summarize and explain key ideas; explain how an author uses local colour to develop setting)*

Teacher prompts: "How does the point of view in the story affect the reliability of the narrator?" "How does the writer use cause and effect to make his claim more persuasive?" "How do the stage directions provided in this play offer insight into the characters and theme?" "How are colour, images, and fonts used in advertisements to emphasize the message?" "What choices about setting do you see this writer making that you would like to try in your own writing?"

Elements of Style

1.4 analyse and assess the effectiveness of the ways in which writers use elements of style *(e.g., diction, voice, tone, literary and/or rhetorical devices, sentence structure)* to communicate meaning *(e.g., explain how the imagery used by a writer strengthens the theme of his or her work; analyse the content of and the style used by journalists in a selection of national, local, and community newspapers; analyse and assess the effectiveness of the way tone is established in both the introduction to a novel narrated in the first person and the opening monologue of a play)*

Teacher prompts: "Which of the words chosen by the writer to create the mood at the beginning of the story do you find particularly effective?" "What is particularly effective about the writer's use of repetition in this poem?" "What is the impact of this short sentence, after several longer, complex sentences?" "How does the writer's use of imagery specific to that region affect the reader's sense of the setting?" "What effect does the writer achieve by varying and inverting sentence structure in the introduction to the story?" "What effect has the playwright achieved by minimizing the dialogue and focusing on silence?" "What words were particularly effective in creating mood in the poem?" "How did the author of this story achieve a humorous tone?" "What can you learn from this writer's use of varied sentence structure that you can apply in your own work?" "How did the poet sustain the metaphor?"

The Writer's Perspective

1.5 explain various ways in which works by selected writers from Canada and around the world are influenced by the writers' personal experiences, beliefs, and socio-cultural contexts *(e.g., explain how the social and/or political situation in a country affects the work of a writer from that country; compare a fictional depiction of the immigrant experience in the work of a writer to the writer's own background and experiences; identify specific themes in the work of a writer, and suggest reasons, based on evidence from the writer's life, why these themes recur)*

Teacher prompts: "Did the work of this Aboriginal writer give you a new perspective on Canada's cultural landscape?" "Give some examples of how bias and censorship in national reporting reflect society's values, a government's agenda, or a cultural stance." "Does this non-Canadian [*e.g., American, Chinese*] writer's representation of Canadian history in this work of fiction differ from the way a Canadian writer might represent it?"

The Writing Profession

1.6 research a variety of opportunities and/or careers in writing-related fields, and identify the skills needed to pursue them *(e.g., evaluate the information provided on several websites devoted to becoming a successful writer; research and determine the qualifications needed for admittance to both postsecondary and community writing programs; research the submission requirements of local publications and literary magazines; interview a professional writer for local media about the education and/or experience required to reach his or her current position)*

Teacher prompts: "What steps should an aspiring young writer take to get his or her poetry published in Canada?" "How does one get started as a freelance journalist?" "What kinds of writing assignments are offered to freelance writers?" "What are the typical assignments given to a beginning journalist?" "What educational and/or other qualifications are required for this type of work?"

B. PRACTISING WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Exploring Ideas, Forms, and Styles:** generate and experiment with ideas about writing content, forms, and styles;
2. **Drafting and Revising:** organize, draft, and revise their writing, employing forms and stylistic elements appropriate for their purpose and audience;
3. **Editing, Proofreading, and Publishing:** use editing, proofreading, and publishing skills and strategies to refine and polish their work;
4. **Collaborative Writing:** collaborate in the writing process with peers by generating ideas, responding to peers' work, and assessing peers' work in a workshop setting.

SPECIFIC EXPECTATIONS

1. Exploring Ideas, Forms, and Styles

By the end of this course, students will:

Generating Ideas

1.1 generate and explore ideas for potential writing projects independently through reflection, reading, listening, viewing, and research *(e.g., maintain a writer's notebook to record ideas and insights that could be used in writing projects; generate experimental drafts based on models presented by the teacher; use rapid writing to initiate their thinking about a writing topic; research a topic of interest for an information piece; research a controversial Aboriginal issue for an editorial; listen to radio or television panel discussions, talk shows, or interviews on an issue of their choice to find an angle to explore in writing)*

Teacher prompts: "What have you read recently that was interesting or unusual and that has given you an idea to use in writing a personal essay?" "Given this particular scenario, what are some of the possible ways you could develop it?"

Experimenting With Forms and Styles

1.2 use text forms and stylistic elements in experimental ways to develop an effective personal writing style *(e.g., collect and record examples of rhetorical devices and figurative language that they can draw on for writing projects; convert the content of a personal essay into a poem; transform research on a historical event into a narrative poem; build a paragraph around a comment recorded in their personal journal; introduce a story through the words of an unreliable narrator; create several different introductions for a short story; combine literary, graphical, and informational texts to establish setting; use dialect to reveal character in a monologue; create a found poem from a newspaper article)*

Teacher prompts: "What information would you exclude from a newspaper article in order to recast it as a poem?" "How could you alter the dialogue in a script to communicate the dramatic conflict between the characters more effectively?" "How could you adapt the media technique of jolting the audience in your short story?" "Choose a comment from your journal as your starting point, and just keep writing. If you hit a roadblock, choose another comment and continue." "Would the poem you're planning to write be more effective as a free verse poem? Why?" "Do you prefer to write poetry or prose? Opinion pieces or expository text? Can you explain why?"

2. Drafting and Revising

By the end of this course, students will:

Drafting: Focus on Content

2.1 select and organize ideas and information to draft texts appropriate for the purpose and audience *(e.g., use a piece of experimental writing from their writer's notebook to develop a character in a short story; use a series of entries in a personal journal as starting points for drafting a memoir; determine the most effective way to organize paragraphs in writing a review of a book, movie, or CD for a student audience; draft a text that tells the "story" implied by a piece or pieces of visual art; effectively incorporate expert opinions into a piece of journalism)*

Teacher prompts: "How could you use observations of people that you recorded in your writer's notebook to develop one of the characters in your short story?" "What material or ideas in your writer's notebook could you use to develop an interesting dialogue or script?" "Which of the ideas and pieces of information you have gathered would make the most effective opening and the most effective closing for your review?"

Drafting: Focus on Style

2.2 use appropriate text forms and stylistic elements to communicate ideas and experiences effectively in their writing *(e.g., use an interior-monologue or stream-of-consciousness style to reveal character; convey authority in writing a critical review; use dialogue to reveal the distinctive personality traits of two characters; use unconventional grammar for effect in a rap; use colourful expressions and unusual diction to evoke a particular region in a piece of dialogue; use sentence fragments where they might be appropriate to both the content and style of a piece of writing, and effective for the purpose)*

Teacher prompts: "What tone of voice would suit the narrator of your essay?" "How could you alter the dialogue to make these two contemporary teenage characters more believable?" "Keep in mind, when you are developing a character or a tone, that every word you choose must suit your purpose. Initially, fill in words to 'make do', but return to that spot later and persist until you find the most effective word to use." "How could you use dialect or non-standard English to convey character without stereotyping or demeaning the character?"

Revising

2.3 revise drafts by reviewing and refining content, form, and stylistic elements to produce clear, coherent, and effective written work *(e.g., review their work to determine if varying the type and length of the sentences would better achieve their purpose, and make changes where appropriate; review a personal essay to determine whether using or changing transitional words and phrases would make it more cohesive, and make changes where necessary; review their use of the active and passive voice in a short story to ensure that it is appropriate, and make changes where needed to make the story more effective; review the conclusion of an essay and make revisions to achieve the effect intended; review the feedback and assessments provided by the teacher and their peers, and incorporate suggestions where appropriate)*

Teacher prompts: "Would compressing the ideas or imagery in your poem strengthen its impact?" "Is the way you have organized your essay the most appropriate way to convey your thesis?" "Where could you incorporate more specific descriptive details to strengthen readers' impression of the setting of your story?" "How could you change the dialogue to help readers form a stronger impression of these two characters?" "Do you think the assessment you received from the group is valuable? Have they understood or misunderstood your intentions?" "Which of the suggestions offered by your peers in the workshop session have you decided to use in your revision?"

3. Editing, Proofreading, and Publishing

By the end of this course, students will:

Editing and Proofreading

3.1 edit and proofread their written work, applying the conventions of spelling, usage, punctuation, and grammar appropriately and effectively *(e.g., read their work to a partner to help identify errors they may have made in punctuation and subject-verb agreement; use electronic grammar and spell-check programs to identify possible errors; use a peer conference to address a specific aspect of their work, such as sentence errors; use a student-directed teacher conference to address a specific aspect of their work, such as recurring grammatical errors)*

Teacher prompts: "Reading your writing aloud always improves it. You catch things that you wouldn't notice otherwise." "Ask a partner to read your work, and listen to determine if there are any problems in it." "How do you know if a computer program has accurately identified problems in your writing?" "If you suspect that a peer's work contains grammatical errors, mark them with a highlighter pen."

Publishing

3.2 produce polished written work, using a variety of effective presentation features appropriate for the purpose and intended audience *(e.g., prepare a manuscript for submission to a specific literary publication, following the guidelines provided by the publisher; produce a polished piece of writing for submission to a school or community publication, providing accompanying images, such as photographs or other graphics, if appropriate; produce a polished short story for submission to a literary contest, adhering to the contest guidelines; produce a children's story, with appropriate illustrations, for presentation to the library of a local elementary school; produce a script, including stage directions, for a play for submission to a drama contest for secondary school students)*

Teacher prompts: "What design features and fonts would best enhance your résumé for a summer job? A children's story for an elementary classroom?" "What do you need to do if you want your manuscript to be taken seriously?" "Why does a professional writer have to take deadlines seriously?"

4. Collaborative Writing

By the end of the course, students will:

Generating Ideas Collaboratively

4.1 generate and explore ideas for potential writing projects collaboratively through brainstorming and other discussions with a partner or as a group in a workshop setting *(e.g., as a group, brainstorm ideas for writing an opinion piece on a controversial issue, considering the pros and cons of possible actions, potential arguments, and the points of view of various stakeholders; with a partner, use graphic organizers to sort ideas and develop a direction for writing a personal essay; in small group, advance a plot sequence by asking and proposing answers to a series of "what if" questions related to the options arising from conflicts between characters; work with a partner to develop a fully realized setting for a science fiction or horror narrative; as a group, brainstorm to develop an extensive bank of imagery suitable for use in writing surrealist poems)*

Teacher prompts: "What ideas for writing your personal essay have emerged from your group's discussion of 'writing against the grain'?" "How has the group activity on experimental plot structure influenced the way you are approaching your short story?" "What ideas for personal narratives did you get by sharing your childhood memories with your partner?" "What insights might not have occurred to you without the input of others?"

Providing Feedback to Peers

4.2 provide constructive feedback to peers on works in progress by working with a partner or as a group in a workshop setting *(e.g., describe their personal response to a peer's reading of his or her introduction to a story, and ask if it was the response he or she intended; make specific suggestions aimed at improving a peer's personal essay, such as taking into account a wider range of cultural experiences, using appropriate slang or unconventional grammar to express strong feelings about an event described, or reorganizing some of the paragraphs to make the essay more coherent; compose written feedback on a draft of a classmate's work, praising particularly effective aspects of the piece and making specific suggestions for improving others)*

Teacher prompts: "What persuasive techniques worked particularly well in this letter to the editor?" "What made the strongest impression on you in this piece of writing?" "What feature of or detail in the poem that your classmate read aloud provoked the strongest response from the group?"

Assessing Peers' Work

4.3 assess peers' written drafts, working with a partner or as a group in a workshop setting, to aid peers in their revision process *(e.g., work with a partner to assess the written work of another peer and to develop constructive suggestions for the peer to use in revising his or her work; refer to specific criteria, determined earlier by the class, in explaining their assessment of a peer's work; discuss the merits of suggestions for revision received from peers in their writing workshop)*

Teacher prompts: "What criteria should be used to assess this type of writing?" "What specific suggestions for revision will you and your partner offer your peer?" "Can you suggest a possible future direction for this piece to your writing partner, and explain why going in that direction may improve the work?" "Discuss and account for similarities and differences in the responses to this work by individuals in the group. Negotiate an assessment, based on criteria established by the class, that everyone in the group can agree to."

C. REFLECTING ON WRITING

OVERALL EXPECTATION

By the end of this course, students will:

1. Metacognition: identify their strengths as writers and areas where they could improve, and assess the growth and development of their own writing style.

SPECIFIC EXPECTATIONS

1. Metacognition

By the end of this course, students will:

Understanding Their Creative Choices

1.1 identify and explain specific creative choices they made throughout the writing process to help them better understand the art of writing *(e.g., explain the relationship between their choice of content, form, stylistic elements, and techniques and their purpose and audience; identify and explain improvements in their writing skills and changes in their personal writing style)*

Teacher prompts: "Why did you decide to end the story the way you did?" "In writing this piece, when did you find yourself moving away from the style of the model to develop your own style?" "How did you determine whether or not to accept your peers' suggestions for revision?" "Where did you find it necessary to break away from habitual patterns in your writing style to improve the quality of your work?" "Can you identify a recurring theme or motif in your work, and explain how it relates to your personal experience?"

Understanding Their Perspectives and Biases

1.2 explain how their own beliefs, values, and experiences are revealed in their writing *(e.g., explain what they have included in and excluded from their description of a person, and how they intend the resulting description to affect the reader's impression of the person; examine their writing to check for bias, and consider whether other perspectives and/or voices should be included to strengthen the impact of their writing; explain where and how their personal values and beliefs are reflected in the characters in a story they have written; identify, and explain the significance of, images in their poems that reflect specific personal or cultural experiences they have had; explain how the genres and styles they prefer to read have influenced their writing)*

Teacher prompts: "How can you make sure that your writing reflects your own beliefs, values, and experiences, but also appeals to a wider audience?" "Are there any perspectives missing from your writing? If so, were these omissions a conscious choice?" "What genres do not engage you as a writer? Why do you think this is? Do you think that your content interests shape your preference for a certain genre?"

Planning to Improve

1.3 identify their areas of strength and weakness as writers, and the steps they can take to improve their own writing *(e.g., explain the difficulties they encountered in revising a specific piece of writing, and how they overcame them; identify a gap in their writing skills, and strategies they could implement to become a more well-rounded writer; identify the step in the writing process that causes them the most problems, and what they plan to do to address this difficulty)*

Teacher prompts: "Describe the strengths you see in your most recent piece of writing, and areas where you think you could improve." "What factor or combination of factors causes you to abandon a piece of writing?" "What specific writing techniques would you like to work on?" "Do you see yourself more as a creative writer, an analytical writer, or a technical writer?" "How has learning about and practising the writing of fiction enhanced your ability to write non-fiction, and vice-versa?"

Demonstrating Growth

1.4 select samples of their writing that document their growth as writers for inclusion in a portfolio *(e.g., prepare a portfolio of their work that demonstrates their development as a writer, and use two selections from it to explain their development; prepare a portfolio of their work for a summative conference with the teacher; prepare a portfolio of their work for submission at a college or university admission interview)*

Teacher prompts: "What works in progress and finished pieces would you include in your portfolio to show your strengths as a writer?" "How would you adjust the contents of your portfolio, depending on whether you were entering a technical or a creative writing program at the postsecondary level?" "What techniques are you more confident with at the end of this course than you were at the beginning?" "How has your writing changed throughout this course?" "If you could give one piece of advice to an aspiring writer entering this course next year, what would it be?"

Studies in Literature, Grade 12

College Preparation

ETS4C

This course is for students with a special interest in literature. The course may focus on themes, genres, time periods, or countries. Students will study a variety of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also investigate critical interpretations and complete an independent study project.

Prerequisite: English, Grade 11, College Preparation

Strands

The expectations in this course are organized into a single strand.

STUDIES IN LITERATURE

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Understanding Texts:** read and demonstrate understanding of a variety of literary texts from different countries, cultures, and historical periods;
2. **Analysing Texts:** respond to and analyse literary texts to develop and extend their understanding of how content, form, and style in combination communicate meaning and enhance a text's effectiveness;
3. **Critical Literacy:** demonstrate an understanding that the perspective of the author, the reader, and the text all influence the reading experience;
4. **Literary Criticism:** use literary criticism to enhance their understanding of literature;
5. **The Role of Literature in Society:** assess the importance of literature as a social and cultural force.

SPECIFIC EXPECTATIONS

1. Understanding Texts

By the end of this course, students will:

Variety of Texts

1.1 read a variety of types of literary texts, with an emphasis on works with engaging, relevant themes, by contemporary authors from a variety of cultures *(e.g., create an annotated bibliography of sports titles they have read, with brief notes about their reactions to each title; design a self-selected reading list, in consultation with the teacher, to explore a topic of interest; create a reader's scrapbook, recording details of the text types and topics covered in their reading during the year)*

Teacher prompts: "What types of texts are you most interested in reading?" "Which kinds of texts do you find most challenging or least interesting?" "What factors do you consider when you select reading material?"

Reading With a Purpose

1.2 identify the purpose (or purposes) for reading particular literary texts *(e.g., a text that explores a particular theme, for personal interest; a website, to locate author information; the opening passages from different texts, to preview content while considering a reading choice)*

Teacher prompts: "What do you hope to find out by reading that text? How will you use the information?" "What do you read just for fun?" "Is your approach to reading different when you decide on a purpose for reading before you begin a text?" "When are you most likely to have a very clear purpose for reading?"

Using Reading Comprehension Strategies

1.3 identify a variety of reading comprehension strategies and use them before, during, and after reading to enhance their understanding of texts *(e.g., annotate a short excerpt from a graphic novel to explain inferences, make connections, record questions and reactions, paraphrase themes, and interpret graphics; create a mind map to summarize character information, quotations, and inferences; deconstruct a passage from a text, recording the results of their analysis in a graphic organizer)*

Teacher prompts: "How does displaying your ideas in the graphic organizer help you as a reader?" "What questions were you able to answer about the story as a result of the Think/Pair/Share activity?"

2. Analysing Texts

By the end of this course, students will:

Responding to Texts

2.1 respond to texts in a variety of ways before, during, and after reading to extend their understanding of the ideas, themes, and issues explored in the texts *(e.g., write an anecdote to explain a feeling of personal connection to a character or event in a text; create a website for a character from a play; create a cartoon strip to depict an important scene from a text; develop questions to ask in a mock TV interview with a fictional character; develop a dialogue between two fictional characters who meet twenty years into the future; retell an incident from a text in the style of a newspaper report and/or an electronic text message; write a letter to a classmate reflecting on questions they thought of while reading a text; keep a graphic record, such as a scrapbook, of personal reactions to ideas from texts)*

Teacher prompts: "Is the situation the character faces similar to anything you have experienced? In what way?" "After your book club meeting, what new questions did you have about the novel?"

Exploring Background Information

2.2 use information from secondary sources to understand how historical, political, and cultural contexts influence the presentation of ideas, issues, and themes in texts *(e.g., create a timeline that includes events in a text and real-world events at the time and place of writing, and relate the subject matter of the text to its real-world context; use evidence from advertisements, songs, or movies from the time when a text was written to make inferences about the cultural and social values of the time)*

Teacher prompts: "Does knowing the historical background change your understanding of some of the conflicts in the text?" "What major themes emerged when you read various texts on the same topic?"

Analysing Texts

2.3 analyse texts in terms of the information, ideas, issues, and themes they explore, providing evidence from the texts to support their analysis *(e.g., participate in a debate about whether a character in a play acted correctly to resolve a moral dilemma; identify appropriate actors for the different characters in a film adaptation of a story and justify their choices using evidence from the text; adopt the persona of a character from a short story to write a journal entry dated five years after the story ends; determine whether a piece of humorous writing has a serious purpose, describing its themes and the issues it addresses; select a short piece of prose or poetry and create a series of tableaux to illustrate its theme)*

Teacher prompts: "What details in the text would you use to explain your character analysis to your classmates?" "Is there more than one possible interpretation of this character's actions? What clues can you find in the text that support the different interpretations?"

Text Forms

2.4 explain how the characteristics of different text forms help communicate meaning in a variety of literary texts *(e.g., explain how the conventions of the science fiction and the romance genres influence the endings of a short story of each type; explain how the organizational pattern of a poem helps communicate the theme)*

Teacher prompt: "What similarities and differences are there in the way short stories and narrative poems are written? How can we use this information about form to help us understand works of both types?"

Elements of Style

2.5 identify various elements of style used in texts and explain how they help communicate meaning and enhance the effectiveness of the text *(e.g., compare the openings of two novels in terms of tone, mood, atmosphere, and style and make predictions about genre, theme, type of action, and characterization based on this preview; identify clues in the dialogue in a text that provide information about the social class and personality traits of the characters; compare a serious report of an incident with a parody or comic depiction of the event and describe how the different voices used in the two versions affect their perception of the event; identify and explain the effect of rhetorical devices used in song lyrics; identify the rhetorical devices and strategies used in a famous persuasive speech)*

Teacher prompts: "When do you think it would be effective and appropriate to use slang in a literary text?" "What does the dialogue reveal about this character?" "What rhetorical devices are used most effectively by your favourite singer/songwriter? How are they similar to those used by another writer you are studying in the course?"

3. Critical Literacy

By the end of this course, students will:

The Author's Perspective

3.1 demonstrate an understanding of how an author's writing has been influenced by factors such as gender, time period, cultural background, and social and political conditions and events *(e.g., compare stories about the "coming of age" experience by authors from different cultures, using a Venn diagram to help identify the aspects of the authors' accounts that are attributable to the influence of cultural background; describe various aspects of the cultural context revealed in an Aboriginal writer's autobiography; use biographical information from print and electronic sources to connect recurrent themes in an author's work to the author's life experiences)*

Teacher prompt: "What ideas expressed by the author are a reflection of attitudes that were popular at the time the book was written? Does this knowledge alter your opinions about the text?"

Audience Perspectives

3.2 analyse texts in terms of how social, cultural, and political contexts and different readers' personal perspectives may influence readers' interpretations of the text *(e.g., in a journal entry, explain how aspects of their own personal experience, background knowledge, or cultural heritage have influenced their reading of a text; use a graphic organizer to categorize texts in terms of the audience(s) they are primarily intended for, or are most likely to appeal to)*

Teacher prompts: "What background knowledge and personal experience did you bring to the reading experience?" "Why do you think certain texts appeal more to one type of reader than another?"

Perspectives in the Text

3.3 analyse texts to identify particular perspectives presented in them and the stylistic and/or structural means used to communicate those perspectives *(e.g., identify competing perspectives presented in a text and use clues from the text to determine which of them, if any, the author appears to favour; compare two book reviews to show how reviewers bring different and unique perspectives to their analysis; identify individuals or groups who are referred to in a text but whose own voices are not heard, and suggest reasons for the omission, including reasons related to the historical or socio-political context at the time the text was written)*

Teacher prompts: "Which aspects of the minor characters' lives are highlighted in the text and which are ignored?" "Is one perspective dominant in this text, or are several different perspectives presented in comparable detail and depth?"

4. Literary Criticism

By the end of this course, students will:

Understanding Literary Concepts and Terms

4.1 demonstrate an understanding of key concepts and specialized terms that are used in literary criticism *(e.g., create a multimedia presentation to highlight and explain the key literary terms and theories associated with some of the texts or genres represented in the course; maintain a personal dictionary of the literary terms and specialized language used in the course; design and construct a word wall of key literary concepts and specialized terms related to a particular text)*

Teacher prompt: "Do you think knowing the literary terms for various stylistic elements helps you recognize the elements more easily in texts?"

Applying Concepts

4.2 use key concepts or approaches of literary criticism to help them analyse and interpret literary texts *(e.g., present an interpretation of a play or novel in the form of a psychiatrist's "case study" of the characters' motivations and behaviour; use a specific critical approach to prepare an interpretation of a text for a seminar presentation)*

Teacher prompt: "What literary theory did you apply to help you deconstruct the text? Did applying the theory provide you with new insights into the text?"

Researching and Evaluating Critical Interpretations

4.3 assess critical interpretations found in print and electronic sources and use those that seem most appropriate, helpful, or convincing to extend their understanding of texts studied in the course *(e.g., read online analyses or reviews of texts, list those they found most interesting, and explain why; participate in a literature circle in the role of summarizer, questioner, commentator, or wordsmith to share responses to and evaluate a critical article on a text)*

Teacher prompts: "Is this critic's interpretation of the text convincing? Is there specific evidence in the text to support a different interpretation?" "How did your reading of the review influence your appreciation of the story? Why is it important to think about who wrote the review?"

Assessing Peer Critical Responses

4.4 compare peers' critical responses with their own to clarify and extend their understanding of literary texts *(e.g., write a commentary on a* *peer's interpretation of a text, noting both useful insights and possible misinterpretations and supporting their own opinions with evidence from the text; reflect and comment on the critical response of a peer in a Say Something activity)*

Teacher prompt: "To what extent do you agree with your classmate's analysis of the text? What specific evidence from the text and your own reading experience would you use to support an alternative interpretation?"

5. The Role of Literature in Society

By the end of this course, students will:

Fostering Social, Cultural, and Political Awareness

5.1 explain how literary texts raise awareness about a range of topics, issues, ideas, cultures, events, and people *(e.g., compare literary essays on a particular issue or topic written from different perspectives, describe the effect of the essays on their own thinking, and determine which view, if any, they are most likely to agree with; explain how a story by an Aboriginal writer affected their understanding of some of the current social and/or political concerns of Aboriginal peoples; read a text that discusses an international conflict and reflect, in a journal entry, on insights they have gained from the text into the causes of the conflict and/or the psychology of the opposing parties)*

Teacher prompt: "How do these authors' ideas about social justice compare with your own?"

Engaging the Intellect and the Imagination

5.2 identify ways in which literary texts can promote readers' intellectual and imaginative growth *(e.g., describe how a work of science fiction or a graphic novel has stimulated their imagination or intellectual curiosity; identify three quotations or passages from a novel that challenged them intellectually, and explain why the passages were challenging; identify three poetic images that inspired them and analyse their effect)*

Teacher prompt: "Which of these texts made you want to learn more about the topic? Which made you question your assumptions? Which made you want to write a story of your own?"

Promoting Personal and Social Change

5.3 identify ways in which literary texts might promote social and personal change *(e.g., explain why a contemporary text is considered controversial; identify a controversial text from the past and explain why it is or is not still controversial today; design an advertising campaign to "sell" a point of view about an issue raised in a text they have read; write a "theme song" for a marginalized character depicted in a text they have read)*

Teacher prompts: "What have you read that has changed your opinions or behaviour?" "Do you think there is truth in the saying 'The pen is mightier than the sword'? Why, or why not?"

Exploring Human Nature

5.4 explain how the study of literature has contributed to their understanding of human nature *(e.g., identify passages from literary texts that illustrate the capacity for forgiveness in human beings; identify a text that depicts human behaviour in difficult circumstances and comment on what they have learned from it, using words, visuals, or some other form of expression; use a Venn diagram to compare the views of human nature presented in texts by two different authors)*

Teacher prompts: "Can reading literary works help you to develop empathy?" "What does this character's desire for revenge reveal about our human need to be respected and valued?" "What part of the text suggests to you that the author's view of humanity is generally positive?"

Developing Personal Awareness

5.5 explain how their study of literature has enhanced their understanding of themselves as readers and as individuals *(e.g., identify and monitor the development of their reading skills in a reflective journal, and recognize their progress; identify fix-up strategies that they find most useful during reading; identify ways in which their own social and cultural contexts may enhance or limit their understanding of texts; in a literature circle, explain how a particular reading strategy helped them gain insight into a passage from a text; select a text that taught them a powerful life lesson and explain to a small group why it has particular meaning for them)*

Teacher prompts: "Has your participation in the book club meetings changed how you think about ideas and issues presented in texts?" "What, if any, personal benefit do you think you derive from reading literary texts?"

The Writer's Craft, Grade 12

College Preparation

EWC4C

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Prerequisite: English, Grade 11, College Preparation

Strands

The expectations in this course are organized into the following strands:

A. Investigating Writing

B. Practising Writing

C. Reflecting On Writing

A. INVESTIGATING WRITING

OVERALL EXPECTATION

By the end of this course, students will:

1. **Writing, Writers, and the Writing Life:** demonstrate an understanding of writing as an art, a craft, and a career as they explore the work of a variety of Canadian and international writers.

SPECIFIC EXPECTATIONS

1. Writing, Writers, and the Writing Life

By the end of this course, students will:

Writing Models

1.1 read a variety of teacher- and self-selected models of effective writing to become familiar with the art, craft, and world of writing *(e.g., keep a record of the works they read for this course; identify diverse cultural points of view and divergent perspectives on current issues in their reading; select from their reading one or two models that they could use to guide their own writing)*

Teacher prompts: "What form of writing do you find most appealing? Why?" "What contemporary writer have you enjoyed the most? Why?"

The Art and Craft of Writing

1.2 demonstrate an understanding of the art and craft of writing after examining interviews with and articles by writers about their writing practices, processes, and beliefs *(e.g., compare information about and comments provided by a variety of authors on their websites; describe what they have learned about writing after listening to and/or viewing a variety of interviews with authors, such as those on the CBC Radio show "Writers & Company"; ask a poet who has been invited to address the class about his or her writing practices and thoughts on the art and craft of writing)*

Teacher prompts: "What have you learned about the life of a freelance journalist from the articles you read in class?" "Based on the information available on this author's website, what questions would you like to ask her about her experiences in becoming a writer?"

Elements of Form

1.3 analyse the ways in which writers use elements of form *(e.g., verse structure in poetry; stage directions in drama; character, setting, and point of view in fiction; headings and sidebars in magazine articles; charts and graphs in textbooks; colour, images, and fonts in advertisements)* to communicate meaning *(e.g., explain how an author uses details of time and place to establish setting; analyse the way a newspaper uses headings and photographs to convey information both overtly and implicitly; explain how the author of a personal essay uses expository writing and a narrative structure to communicate his or her central claim or thesis)*

Teacher prompts: "How does the point of view in the story affect the information that is provided to the reader?" "How has the angle taken by the reporter of this news story affected the choice of photograph that accompanies it?" "What do the direct quotations add to the article?"

Elements of Style

1.4 analyse the ways in which writers use elements of style *(e.g., diction, voice, tone, literary and/or rhetorical devices, sentence structure)* to communicate meaning *(e.g., compare the effect on the reader of the use of rhyme in one lyric poem and free verse in another; compare the journalistic styles used in radio, television, and Web-based news stories; explain how a first-person point of view in both fiction and non-fiction can affect the reader's response to the work; analyse the use of metaphor in a story by an Aboriginal writer; explain how the use of dialect or non-standard English enhances the portrayal of a character or a setting)*

Teacher prompts: "Which words were particularly effective in describing the setting?" "How did the author achieve a humorous tone in this children's story?" "What effect has the author achieved by varying line lengths in this poem?" "What effect does the author's use of repetition have in this essay?" "If the author had used rhetorical questions, would she have been more successful in engaging the reader?"

The Writer's Perspective

1.5 explain various ways in which works by selected writers from Canada and around the world are influenced by the writers' personal experiences, beliefs, and socio-cultural contexts *(e.g., explain how a popular novelist incorporates current issues into his or her work; identify themes that recur in the work of a favourite poet, and explain their connection to the poet's world; explain the influence of culture on the work of a contemporary writer from Europe, Asia, Africa, or South America; read the work of one or more contemporary Aboriginal writers and analyse the perspective that he or she has on a current issue)*

Teacher prompts: "What cultural issues are reflected in the work of this writer?" "What does this writer's work reveal about a political or historical situation?" "What ideas about Canadian identity are evident in this writer's work?"

The Writing Profession

1.6 research a variety of opportunities and/or careers in writing-related fields, and identify the skills needed to pursue them *(e.g., investigate the websites of a variety of Canadian writers', journalists', and publishers' associations to explore the range of writing opportunities in Canada and the skills needed for them; research and determine the qualifications needed for admittance to both postsecondary and community writing programs; interview a professional writer for local media about the education and/or experience required to reach his or her current position)*

Teacher prompts: "What steps should a young writer take to get his or her work published?" "What are the skills required for work in broadcast journalism? In print journalism? As an advertising copy writer?" "Which websites did you find that would be useful to a young writer who is interested in learning more about a career in journalism?" "What appeals to you about the writing life? What aspects of that life do not appeal to you?" "In which areas do you think there is likely to be a fairly steady demand for writers? Which types of writing are the least secure, in terms of a career?"

B. PRACTISING WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Exploring Ideas, Forms, and Styles:** generate and experiment with ideas about writing content, forms, and styles;
2. **Drafting and Revising:** organize, draft, and revise their writing, employing forms and stylistic elements appropriate for their purpose and audience;
3. **Editing, Proofreading, and Publishing:** use editing, proofreading, and publishing skills and strategies to refine and polish their work;
4. **Collaborative Writing:** collaborate in the writing process with peers by generating ideas, responding to peers' work, and assessing peers' work in a workshop setting.

SPECIFIC EXPECTATIONS

1. Exploring Ideas, Forms, and Styles

By the end of this course, students will:

Generating Ideas

1.1 generate and explore ideas for potential writing projects independently through reflection, reading, listening, viewing, and research *(e.g., develop a character who will deliver a short monologue; create the dialogue for a scene in a selected film after viewing the scene with the sound turned off; select and develop ideas from their journals to use in a poem; record facts from a mock press conference to use in writing a news article; read several reviews of a movie to find comments to use in a promotional poster for the movie; over the course of one week, write a series of "after-school" vignettes based on observations made at home, at the workplace, or in a local coffee shop or mall; read local and community newspapers to determine local issues, and choose one issue to explore in an article for the school newspaper)*

Teacher prompts: "Have you read anything interesting or unusual recently that has given you an idea to pursue for writing?" "What new idea for writing a poem have you discovered as a result of studying this poet's work?" "What ideas have emerged from your journal that you could use to develop the plot for a short story?" "Which of the ideas brainstormed by your group interests you as a topic for your personal essay?"

Experimenting With Forms and Styles

1.2 use text forms and stylistic elements in experimental ways to develop a personal writing style *(e.g., create a verbal/visual collage on a topic of interest; write a text that emulates the style and structure of a published model; rewrite a newspaper article as a dramatic script; incorporate different text forms, such as a personal letter, a poem, a newspaper article, and/or a photograph, into a short story they are writing; develop a list of various kinds of figurative language that they can draw on for writing projects; create a concrete poem inspired by a key passage from a literary work; write a commentary on a local issue using an ironic or satirical approach)*

Teacher prompts: "What adaptations would be necessary to create a radio play from a short story?" "What key ideas from this literary work will you transfer to your poem? Which words suit your purpose, and how will you arrange them? What effect are you trying to create?"

2. Drafting and Revising

By the end of this course, students will:

Drafting: Focus on Content

2.1 select and organize ideas and information to draft texts appropriate for the purpose and audience *(e.g., draft the outline for a narrative text based on a series of personal or professional* *photographs; write a monologue based on a character developed collaboratively by a small group; organize ideas from entries they have made in their journals to draft an article for a school newspaper; adapt a children's story for a teenage audience; write a script based on overheard conversations; draft a letter applying for a job as a teen columnist with a community newspaper, highlighting their skills and experience as a writer)*

Teacher prompts: "How will you convert the conversational clips you recorded in your writer's notebook into scripted dialogue?" "Which pieces of information collected by your group in researching this topic will you use to develop your essay?" "How will you arrange your imagery to best convey the effect you would like to achieve in this poem?" "Which of the approaches to introducing your topic will most effectively engage your readers' interest?" "How will you organize your letter of application to most effectively communicate your strengths as a candidate?"

Drafting: Focus on Form and Style

2.2 use appropriate text forms and stylistic elements to communicate ideas and experiences effectively in their writing *(e.g., use a journalistic tone in writing a feature article for a community newspaper; write a song lyric, incorporating appropriate imagery; use persuasive rhetorical devices in writing an editorial on a contemporary and/or controversial social issue)*

Teacher prompts: "Where could you add an anecdote in your essay to more effectively engage your audience?" "How would you need to change your article if you were writing for a different audience?" "Could you incorporate more description to strengthen the impression you want to convey? Where would it be most effective?" "What words give your article a journalistic tone?" "How would you change the way you write this story if it were intended for older children?"

Revising

2.3 revise drafts by reviewing and refining content, form, and stylistic elements to produce clear, coherent, and effective written work *(e.g., review their work to see if arguments are well developed and supported by specific evidence, and make changes where necessary; review their paragraphs for a variety of sentence beginnings; review their sentence lengths for variety; review their conclusions, and make changes where necessary; review their work to see if changes are needed to help readers clearly visualize the setting; review the feedback and assessments provided by the teacher and their peers, and incorporate suggestions where appropriate)*

Teacher prompts: "Does your essay need more specific evidence to convince readers of your position?" "Is the conclusion to your short story forced or contrived?" "Do the images you have used in your layout effectively suggest the impression you intend to convey?" "Is the level of your diction appropriate for the purpose and audience of this letter?" "Do you think the assessment you received from the group is valuable? Have they understood or misunderstood your intentions?" "Which of the suggestions offered by your peers in the workshop session have you decided to use in your revision?"

3. Editing, Proofreading, and Publishing

By the end of this course, students will:

Editing and Proofreading

3.1 edit and proofread their written work, applying the conventions of spelling, usage, punctuation, and grammar correctly and appropriately *(e.g., have a partner read their work aloud to help identify possible sentence errors and awkward or confusing wording; check their spelling and punctuation, using a highlighter pen to mark possible errors to be reviewed; use electronic grammar and spell-check programs to identify possible errors; check that they have used quotation marks correctly)*

Teacher prompts: "When you read your work to a partner, can you detect gaps in the content, omitted words or phrases, or errors in grammar or punctuation?" "How do you know if a computer-identified error is in fact an error, and whether the suggested correction is accurate?" "Have you found words or phrases in your work that you think should be reconsidered? How could you identify better ones?" "When you listened to your work being read aloud, which words or phrases sounded awkward or confusing?"

Publishing

3.2 produce polished written work, using a variety of effective presentation features appropriate for the purpose and intended audience *(e.g., use an easy-to-follow layout and appealing visuals to complement a story written for elementary students or preschool children; use appropriate and effective fonts, design elements,* *and layout to create a professional-looking brochure, promoting a topic, product, or service of their choice)*

Teacher prompts: "What design features and fonts would best enhance your submission to the class literary anthology?" "How are you planning to format and package your writing portfolio for college admission purposes?" "How would the cover page for your short story change if you were submitting it to be used in an elementary classroom as opposed to submitting it to a literary magazine for publication?"

4. Collaborative Writing

By the end of this course, students will:

Generating Ideas Collaboratively

4.1 generate and explore ideas for potential writing projects collaboratively through brainstorming and other discussions with a partner or as a group in a workshop setting *(e.g., develop a proposal for a small-group writing project; outline, with a partner, three possible ways to develop a personal essay; collaborate with others in a workshop setting to create four different introductions to a short story based on the same character; brainstorm to develop lists of heroes, villains, time periods, conflicts, and possible first lines as a way to generate ideas for creative writing)*

Teacher prompts: "What new ideas have you acquired for developing your story as a result of today's workshop?" "What images from the Graffiti activity could you use to strengthen the effect of your poem?" "What examples did the group generate that could be used to show the impact the event described in your personal essay had on you?" "What options for your thesis did you come up with by brainstorming with your partner?"

Providing Feedback to Peers

4.2 provide constructive feedback to peers on works in progress by working with a partner or as a group in a workshop setting *(e.g., propose possible endings for a peer's short story; make suggestions aimed at improving specific aspects of a peer's draft of a personal essay, such as using more powerful adjectives, reorganizing a description of events, or correcting grammatical errors; compose a written response to a peer, replying to specific concerns he or she has identified in a piece of his or her writing)*

Teacher prompts: "What did you hear or notice in the student's work that impressed you?" "What makes this student's work particularly original?" "What is your initial impression of the character, based on the first page of the story?" "What suggestions can you make to improve your partner's writing? How can you be helpful without being overly critical?"

Assessing Peers' Work

4.3 assess peers' written drafts, working with a partner or as a group in a workshop setting, to aid peers in their revision process *(e.g., assess a peer's work using a class-constructed rubric or checklist, and explain their assessment to him or her; discuss the merits of suggestions for revision received from peers in their writing workshop)*

Teacher prompts: "What could you tell your peer that would encourage her confidence in her writing skills?" "What has your group identified as the strengths of your classmate's project?" "Based on the criteria discussed in class and your classmate's work, what suggestions for improvement will your group offer him?"

C. REFLECTING ON WRITING

OVERALL EXPECTATION

By the end of this course, students will:

1. Metacognition: identify their strengths as writers and areas where they could improve, and assess the growth and development of their own writing style.

SPECIFIC EXPECTATIONS

1. Metacognition

By the end of this course, students will:

Understanding Their Creative Choices

1.1 identify and explain specific creative choices they have made during the writing process to help them better understand the art of writing *(e.g., explain why they chose to use specific literary devices in specific works; identify and explain how the revision process helped them improve one of their pieces; explain why they chose to accept specific suggestions for improvement offered by classmates)*

Teacher prompts: "Where in your writing did you try something new? Were you pleased with the result? Why?" "How does your work reflect your personal experience?" "How is this piece of writing unlike any other writing you have done in the past?" "What advice have you received from your peers that has helped you the most as a writer?"

Understanding Their Perspectives and Biases

1.2 explain how their own beliefs, values, and experiences are revealed in their writing *(e.g., identify examples of allusions to popular culture in their work; identify and explain a specific example in their writing of where they have drawn on their personal background, experiences, or cultural influences to develop an argument; identify two pieces of writing that reveal, overtly or implicitly, their own cultural expectations; explain what they think their writing would reveal about them to someone from another planet)*

Teacher prompts: "To what extent do your personal values inform the content of your writing? Are there things you are not comfortable writing about?" "Where in your writing have you expressed a point of view that could be controversial?" "To what extent is this piece of writing based directly on your personal experiences?"

Planning to Improve

1.3 identify their areas of strength and weakness as writers, and the steps they can take to improve their own writing *(e.g., explain the difficulties they encountered while writing a specific piece, and identify specific ways they could avoid experiencing those difficulties again; describe how they plan to develop a specific part of their writing process that needs improvement)*

Teacher prompts: "What one strategy could you incorporate into your writing process to improve your writing significantly?" "What has been your greatest challenge in writing this year? What are you planning to do to overcome that challenge in the future?" "Which activities conducted in class this year have helped you to develop your confidence as a writer?"

Demonstrating Growth

1.4 select samples of their writing that document their growth as writers for inclusion in a portfolio *(e.g., prepare a portfolio of their work, showing their development as writers, to present to their classmates, the teacher, their parents, or a postsecondary institution)*

Teacher prompts: "Which of your pieces are you most proud of, and why?" "Which pieces of your work demonstrate that you have overcome a difficulty you were experiencing as a writer?" "What have you learned about yourself as a writer that you didn't know or understand before taking this course?" "What impact has this writing course had on your writing in other courses?"

Business and Technological Communication , Grade 12

Open EBT4O

This course emphasizes practical writing and communication skills that are needed in the world of business and technology. Students will analyse the characteristics of effective models of business and technical communications; gather information to write reports, business letters, memos, manuals, instructions, and brochures; and integrate graphics and text, using technology appropriately for formatting and special effects. They will also make a number of oral and visual presentations.

Prerequisite: English, Grade 11, University Preparation, College Preparation, or Workplace Preparation

Strands

The expectations in this course are organized into the following strands:

A. Investigating Business and Technological Communications and Culture
B. Producing Business and Technological Communications
C. Metacognition

A. INVESTIGATING BUSINESS AND TECHNOLOGICAL COMMUNICATIONS AND CULTURE

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Understanding Business and Technological Communications and Culture:** demonstrate an understanding of a variety of types of communication, careers, and innovations associated with business and technological communications and related elements of business culture;
2. **Analysing Business and Technological Communications:** identify key elements of a variety of business and technological communications, explain their function, and evaluate their effectiveness.

SPECIFIC EXPECTATIONS

1. Understanding Business and Technological Communications and Culture

By the end of this course, students will:

Building Document Literacy

1.1 read and demonstrate understanding of a variety of current examples of business and technological communications *(e.g., complete a survey, a questionnaire, a work order form, or an online application for a postsecondary or apprenticeship program; make a judgement about whether or not to complete an optional part of a form; work with a peer to explain the main terms and conditions of an insurance policy)*

Teacher prompt: "Were the survey questions clear? What would you change if you had the chance to revise the survey?"

Identifying Purpose and Audience

1.2 identify the purpose and audience of a variety of business and technological communications *(e.g., determine whether a particular instructional manual is meant for experts or a general audience; determine whether a business letter or instructional video is designed to inform or to persuade; locate online information about e-mail etiquette for work-related communications, and explain why such etiquette is important; analyse a sequence of interview questions to determine the purpose of each; analyse an application form to determine the purpose of the different sections)*

Teacher prompts: "Who is the audience for this letter? In what way has the writer's view of the audience influenced the content and style of the message?" "What are several different uses people might make of an instructional manual?"

Exploring Opportunities and Careers

1.3 research and demonstrate an understanding of a variety of opportunities and careers related to communications in business and technology and the skills needed to pursue them *(e.g., postsecondary programs related to business and technological communications; the role of a communications officer or information technology [IT] representative within a particular organization, such as the local school board)*

Teacher prompt: "What are some employment opportunities for writers in the field of business and technological communications? What type of skills and training would be required for each?"

Understanding the Impact of Technology

1.4 research and demonstrate an understanding of the ways in which communicatiozns technologies influence business practices *(e.g., the role of rich web communications systems that combine presentation, training, and online video-conferencing technology in supplementing or replacing face-to-face meetings that require travel; the impact of cellular technology on an individual's work and private life; the impact* *of new communications technologies on corporate expectations of employees; the impact of new communications technologies on the ecological "footprints" of various businesses)*

Teacher prompts: "How possible is it to have a paperless office?" "What are some examples of waste in the workplace?" "Has technology helped us to save time or has it made work more demanding than ever?" "Give an example of a communications technology that has increased efficiency in the workplace or home. Do you know of any examples that have decreased rather than increased efficiency? In what way?"

Understanding Business Culture and Issues

1.5 read and demonstrate an understanding of a variety of articles and interviews related to business and technology issues, innovations, individuals, organizations, perspectives, and practices *(e.g., interviews with and articles by and about corporate leaders, small business owners, information technology professionals, entrepreneurs, and investment counsellors; articles on legal and ethical issues, such as communications patent infringement, or legislation related to Internet use)*

Teacher prompts: "Why is it important to know about legal or ethical issues related to this business?" "What company or businessperson's 'profile'did you find most interesting, or informative, or inspirational, and why?"

2. Analysing Business and Techological Communications

By the end of this course, students will:

Text Forms and Patterns

2.1 identify key elements of text forms and common organizational patterns used in business and technological communications, and explain how they help clarify the message and/or make information easier to find *(e.g., the role of various elements found in different types of texts – such as tables of contents or online navigational guides with hyperlinks, introductions, the body of the text, appendices, and contact information; the function of headings in a report or of labels in a diagram; the use of sequential order in instructions; the role of words that identify locations or indicate spatial relationships in an instruction manual or a website; the use of sidebars for background information in a marketing proposal or company profile; the use of lists in reports and brochures; the order of items in a slide package for a business presentation)*

Teacher prompts: "What is provided in each of these documents to help the reader locate information quickly?" "What elements do you see in common between these two different types of texts?" "How is this organized? Is this targeted to a reader within the company or a customer outside the company? How can you tell?"

Text Features

2.2 identify a variety of text features and explain how they are used to enhance the effectiveness of business and technological communications *(e.g., the contribution of illustrations and graphics in a multimedia presentation for a general audience; the use of boldface and/or italics to highlight key terms and other important information in a brochure; the use of colour coding and/or pictograms and symbols to communicate basic information succinctly and help consumers navigate a brochure or manual)*

Teacher prompts: "What features make this brochure helpful and appealing to the reader?" "What value is added by the illustrations in this text?"

Audio-Visual Features

2.3 identify audio-visual features used in business and technological communications and evaluate their contribution to the clarity and effectiveness of the text *(e.g., explain how sound clips, animation, illustrations, and/or charts clarify information in a report to employees or shareholders; explain how presentation software helps emphasize key points in a sales pitch; determine whether the use of sound enhances a presentation)*

Teacher prompts: "Did you find that the video clips distracted your attention from the speaker?" "Did the audio-visual aids provide essential support or were they pleasant but non-essential 'add-ons' to the main message?"

Oral Presentation Techniques

2.4 explain how volume, pace, pitch, tone of voice, eye contact, facial expression, posture, dress, movement, and gesture enhance or weaken the effectiveness of oral business communications *(e.g., determine the suitability and effectiveness of the body language and tone of voice used in a motivational speech; identify speech patterns – such as falling or rising intonation – and determine whether or not their use is appropriate to the message and effective in engaging the interest of the audience)*

Teacher prompts: "Did the speaker maintain good eye contact with the audience?" "Did the speaker's gestures 'punctuate' the speech appropriately and effectively, or were they distracting or irritating?"

Language Choice

2.5 evaluate the language, including any specialized vocabulary, used in business and technological communications to determine whether it is appropriate to the topic, the purpose, and the audience's level of knowledge about the subject *(e.g., determine whether the specialized language used in a memo really contributes to its accuracy and conciseness or is unnecessarily obscure and confusing; compare a text written in a plain-language style for a general audience to a text on the same topic written for experts, and comment on the benefits and drawbacks of each style; compare the language of the executive summary of a report to the language of the report itself and suggest reasons for the differences)*

Teacher prompts: "What terms in this text would need to be explained to a reader outside the industry?" "How would you describe the language of this letter?" "Why is the language used in forms often difficult to understand?"

B. PRODUCING BUSINESS AND TECHNOLOGICAL COMMUNICATIONS

OVERALL EXPECTATION

By the end of this course, students will:

1. Producing Business and Technological Communications: produce a variety of business and technological communications for different audiences and purposes, using appropriate forms and presentation features and techniques.

SPECIFIC EXPECTATIONS

1. Producing Business and Technological Communications

By the end of this course, students will:

Purpose and Audience

1.1 explain how the identified purpose and audience influence their choices of content, organization, and style for the business and technological communications they produce *(e.g., a brochure to inform retailers about a company's products emphasizes the market appeal of the products; a memo to a manager summarizing consumer reports about a recommended purchase groups information under the headings "costs" and "benefits"; a list of frequently asked questions [FAQs] to prepare customer-relations trainees for the types of issues they may have to deal with incorporates case studies to help trainees understand different perspectives on the issues; a memo to meet the needs of different audiences – such as a manager, a technician, or the general public – adapts or explains technical language as appropriate to the level of expertise of the intended audience)*

Teacher prompts: "What will the audience need to know?" "What will the audience be expecting from the sales pitch?"

Text Features

1.2 use text features appropriate to the form and purpose to enhance the effectiveness of the business and technological communications they produce *(e.g., present information from text or a spreadsheet in chart or graph form; use colour to highlight main points in posted instructions; use sidebars to add visual interest and set off complementary or background information)*

Teacher prompts: "How can you make the report more visually interesting?" "How can you highlight important information effectively?"

Oral Presentation Techniques

1.3 use oral presentation techniques appropriate to the form, purpose, and audience to enhance the effectiveness of the oral business and technological communications they produce *(e.g., demonstrate awareness of appropriate dress and posture and use appropriate gestures, eye contact, and tone of voice in a mock interview; respond calmly and politely in the role of a company representative at a mock press conference about an environmental issue; smoothly coordinate speech, gestures, and the physical mechanics of technology when using projected images during a presentation; leave clear, straightforward, and succinct voice-mail messages)*

Teacher prompt: "Should you rehearse your presentation ahead of time to identify and avoid potential problems?"

Audio-Visual Aids

1.4 use a variety of appropriate audio-visual aids to enhance the effectiveness of the business and technological communications they produce *(e.g., use sound clips, animation, illustrations, and charts to enliven a slide presentation)*

Teacher prompt: "Do your audio-visual aids help to focus attention on your core message, or might they become a distraction?"

Quality Enhancement

1.5 revise, edit, and proofread drafts of business and technological communications they produce to achieve a professional standard of quality in content, organization, style, clarity, and design *(e.g., eliminate unnecessary details from a business letter; convert key ideas to point form in a report; add visual props to support an oral presentation; use a checklist to ensure that all necessary information and important details have been included in a brochure; use feedback from the teacher and peers to eliminate unnecessary jargon, improve word choice, and achieve a clear and appropriate style; compare drafts with appropriate models to identify areas for improvement in design and layout)*

Teacher prompts: "Is your information presented in a logical order?" "What changes might make your message clearer?" "What could you do to make this business card look more professional?"

METACOGNITION

OVERALL EXPECTATION

By the end of this course, students will:

1. **Reflecting on Learning:** identify and comment on their own and others' strengths and areas for improvement in analysing and producing business and technological communications.

SPECIFIC EXPECTATIONS

1. Reflecting on Learning

By the end of this course, students will:

Reflecting on Personal Strengths and Areas for Improvement

1.1 identify their strengths and areas for improvement in understanding, analysing, and producing business and technological communications *(e.g., complete a self-assessment checklist on their work at appropriate times during the course)*

Teacher prompts: "What strategies do you find most helpful for understanding challenging documents?" "What would you choose as an example of your best work? Why?" "What specific writing skills would you like to improve?" "What communication skills do you have that would be effective in areas such as reception, sales, planning meetings, writing, or management?"

Explaining Creative Choices

1.2 explain and justify the creative choices they have made to enhance the effectiveness of their business and technological communications *(e.g., explain their rationale for the layout of a web page they have produced)*

Teacher prompts: "What elements did you include to tailor your presentation to the specific interests of your target audience?" "Did the oral presentation techniques you used help hold the audience's attention? Would you use them again? Why, or why not?" "In your opinion, how do the graphics you have chosen enhance the look and effectiveness of your report?"

Commenting on the Work of Peers

1.3 comment constructively on the work of peers, identifying and praising effective aspects and noting possible areas for improvement *(e.g., explain how a peer's work meets specific criteria of good design and/or clear communication; share positive comments orally with partners or in a small group; ask questions to help pinpoint possible discrepancies or confusing wording in a peer-produced draft)*

Teacher prompts: "Be sure to comment first on what your partner has done well." "Did you think your partner's presentation could have been clearer? Why, or why not?"

GLOSSARY

The following definitions and lists of examples are intended to help teachers and parents use this document. It should be noted that the examples provided are not meant to be exhaustive.

Aboriginal person. A person who is a descendant of the original inhabitants of North America. The Canadian Constitution (1982) recognizes three primary groups as Aboriginal peoples: Indians (First Nations), Inuit, and Métis.

academic essay. An essay written in a formal style for an academic audience.

academic language. The oral and written vocabulary, language patterns and structures, and grammatical forms appropriate for a formal essay, debate, or presentation. *See also* **specialized language, technical language.**

achievement levels. Brief descriptions of four different degrees of student achievement of the provincial curriculum expectations for any given grade. Level 3 is the "provincial standard". Parents of students achieving at level 3 in a particular grade can be confident that their children will be prepared for work at the next grade. Level 1 identifies achievement that falls much below the provincial standard. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard.

acronym. A pronounceable word formed from the first letter or letters in a phrase or name (e.g., CUPE for Canadian Union of Public Employees, radar for radio detecting and ranging).

alliteration. The deliberate repetition of sounds or syllables, especially initial consonants, for stylistic effect (e.g., *r̲ecreational r̲eading* and *wr̲iting*).

allusion. A brief reference, explicit or implicit, to a place, person, or event. The reference may be historical, literary, religious, or mythological.

antonym. A word opposite in meaning to another word (e.g., *hot/cold*).

assonance. The deliberate repetition of similar vowel sounds for stylistic effect (e.g., *fe̲e̲l/cle̲a̲n*).

audience. The intended readers, listeners, or viewers for a particular text. In planning a piece of writing, writers must take into account the purpose and audience in choosing an appropriate form of writing.

blog. A short form for *Web log*. An online forum where people share personal journal entries, opinion articles, and/or photographs with others on a regular basis.

body language. Non-verbal communication through gestures, facial expressions, and body movement.

coherence. The underlying logical connectedness of the parts of an oral, written, or visual text. A paragraph is coherent if all of its sentences are connected logically so that they are easy to follow. An essay is coherent if its paragraphs are logically connected.

collage. A form of art in which a variety of materials, such as photographs, fabric, objects, and printed text, are attached to a surface. Students can demonstrate their understanding of many themes and issues through the choice of materials and design elements of a collage.

colloquialism. A word or expression used in everyday conversation but not in formal language (e.g., *Gimme a break!*).

comma splice. A sentence error caused by using a comma instead of a stronger punctuation mark or a conjunction to join two main clauses (e.g., *The picnic is an annual event, this year it will be held at the lake*).

commonly confused words. Words often mistaken for other words that are spelled or pronounced in the same or almost the same way (e.g., *compliment/complement, effect/affect*).

comprehension. The ability to understand and draw meaning from spoken, written, and visual communications in all media.

comprehension strategies. A variety of cognitive and systematic techniques that students use before, during, and after listening, reading, and viewing to construct meaning from texts. Examples include: making connections to prior knowledge and experience and to familiar texts; skimming text for information or details; scanning text to determine the purpose of the text or type of material; visualizing to clarify or deepen understanding of the text; finding important ideas; questioning; adjusting reading speed according to the level of difficulty of the text or the kind of reading; rereading a passage to clarify meaning; reading ahead; considering how the meaning of the text matches up with prior knowledge; summarizing information; inferring; analysing and synthesizing. *See also* **reading strategies**.

concept map. A graphic organizer students can use to explore knowledge and gather and share information and ideas. Features of concept maps may include various shapes and labels, as well as arrows and other links to show relationships between ideas.

controlling idea. An important or central concept, theme, or argument that is used to unify a written, oral, or media text.

conventions. Accepted practices or rules in the use of language. In the case of written or printed materials, some conventions help convey meaning (e.g., punctuation, typefaces, capital letters) and other conventions aid in the presentation of content (e.g., table of contents, headings, footnotes, charts, captions, lists, pictures, index). *See also* **text features**.

creative thinking. The process of thinking about ideas or situations in inventive and unusual ways in order to understand them better and respond to them in a new and constructive manner. Students think creatively in all subject areas when they imagine, invent, alter, or improve a concept or product.

critical literacy. The capacity for a particular type of critical thinking that involves looking beyond the literal meaning of texts to observe what is present and what is missing, in order to analyse and evaluate the text's complete meaning and the author's intent. Critical literacy goes beyond conventional critical thinking in focusing on issues related to fairness, equity, and social justice. Critically literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable.

critical thinking. The process of thinking about ideas or situations in order to understand them fully, identify their implications, and/or make a judgement about what is sensible or reasonable to believe or do. Critical thinking skills used in reading include: examining opinions, questioning ideas, interpreting information, identifying values and issues, detecting bias, detecting implied as well as explicit meanings. Critical thinking skills used in writing include: questioning, hypothesizing, interpreting, inferring, analysing, comparing, contrasting, evaluating, predicting, reasoning, distinguishing between alternatives, making and supporting judgements, synthesizing, elaborating on ideas, identifying values and issues, detecting bias, detecting implied as well as explicit meanings.

cueing systems. Cues or clues that effective readers use in combination to read unfamiliar words, phrases, and sentences and construct meaning from print. **Semantic** (meaning) **cues** help readers guess or predict the meaning of words, phrases, or sentences on the basis of context and prior knowledge. Semantic cues may include visuals. **Syntactic** (structural) **cues** help readers make sense of text using knowledge of the patterned ways in which words in a language are combined into phrases, clauses, and sentences. **Graphophonic** (phonological and graphic) **cues** help readers to decode unknown words using knowledge of letter–sound relationships, word patterns, and words recognized by sight.

cues, non-verbal. Aspects of spoken or unspoken communication that convey meaning without the use of words. Examples include: facial expressions, gestures, body language.

cues, verbal **(oral language).** Aspects of spoken language that convey meaning. Examples include: types of words (e.g., nouns, verbs, linking words, modifiers); prefixes and suffixes (e.g., indicators of plurals, verb tenses); sound patterns (e.g., rhyme); pauses; pace; tone of voice or intonation; volume; pitch; modulation; inflection.

culture. The way in which people live, think, and define themselves as a community.

diction. The choice of words or phrases in speech or writing; the particular words chosen to express an idea.

differentiated instruction. An approach to instruction that maximizes each student's growth by considering the needs of each student at his or her current stage of development and then offering that student a learning experience that responds to his or her individual needs.

diversity. In reference to a society, the variety of groups of people who share a range of commonly recognized physical, cultural, or social characteristics. Categories of groups may be based on various factors or characteristics, such as gender, race, culture, ethnicity, sexual orientation, ability/disability, appearance, age, religion, and socio-economic level.

dramatic irony. A situation in which the significance of a character's words or actions is clear to the audience or reader but unknown to the character.

editing. The making of changes to the content, structure, and wording of drafts to improve the organization of ideas, eliminate awkward phrasing, correct grammatical and spelling errors, and generally ensure that the writing is clear, coherent, and correct. *See also* **writing process**.

electronic link. An electronic connection that allows users to move quickly within or between documents, files, or websites on a computer.

elements of media works. The elements of media works may be grouped in the following way:

- *Audio elements.* Speech, music, background sounds, sound effects, volume, dialects and accents, silence, narration, pace, sequence of sounds.
- *Visual elements.* Lighting, colour, images, size and type of lettering, size of images, sequence (e.g., of images, symbols, graphics, camera angles, or logos), props (e.g., costumes, furnishings), speed of presentation, shape or design, credits, details of sponsorship, animation, live action.
- *Compositional elements.* Plot, form (structure), theme, setting, atmosphere, point of view, characterization.

elements of text. The characteristic aspects of a particular text form (e.g., story: plot, characters, setting, theme).

elements of writing **(composition and style).** Essential aspects of written compositions. Examples include: a central theme or topic; the organization of information and ideas; diction (word choice); the use of conventions of spelling, punctuation, grammar, sentence structure, and paragraphing; plot; characterization; atmosphere; point of view; literary (stylistic) devices.

essay. A prose composition that discusses a subject or makes an argument. This type of writing often presents the writer's own ideas on a topic. *See also* **academic essay, personal essay**.

etymology. The origin and history of the form and meaning of a word. Dictionaries often provide etymologies of words.

expectations. The knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed. **Overall expectations** describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade. **Specific expectations** describe the expected knowledge and skills in greater detail.

explicit information and ideas. Information and ideas that are stated clearly and directly. (*Compare* **implicit meaning.**)

explicit teaching. Direct, purposeful teaching of specific knowledge, skills, or strategies. In explicit teaching, the teacher: explains what the knowledge, skill, or strategy is, why it is used, and when to use it; models how to use it; guides and coaches students as they practise it (e.g., in shared reading and then in guided reading sessions); and then asks them to demonstrate their learning independently.

figurative language. Words or phrases used in a non-literal way to create a desired effect (e.g., metaphors, similes, personification, oxymoron). *See also* **imagery, literary device.**

fishbone map. A graphic organizer that uses framing questions to show the causal relationships involved in a complex event. Framing questions might include: "What are the factors that cause X? How do they relate to one another?"

five (5) W's. The five basic questions (*who*, *what*, *where*, *when*, and *why*?) that provide a framework for recounting personal or factual experiences and retelling stories or events.

flow chart. A visual way of organizing information and ideas to show relationships (e.g., to show the sequence of events in a short story; to describe relationships among characters in a situation comedy).

foreshadowing. A literary device in which an author provides an indication of future events in the plot.

forms of informational texts. Examples include: history book, geography text, report, essay, theatre or concert program, book review, editorial, newspaper or magazine article, television or radio script, letter (personal, business), invitation, manual, public sign, label, biography, autobiography, speech, résumé, personal journal, diary, brochure, reference book, encyclopaedia.

forms of literary texts. Examples include: story, short story, adventure story, detective story, myth, legend, folk tale, cumulative tale, lyric poem, dramatic poem, ballad, novel, mystery novel, historical novel, science fiction novel, soliloquy, play, script, storybook, picture book, pattern book, chapter book. *See also* **genres.**

forms of media texts. Examples include: advertisement, e-mail, film, video, DVD, clothing, athletic wear, food packaging, action figure, jewellery, newspaper, magazine, brochure, movie trailer, editorial, sculpture, song, dance, news report, sports program, documentary, situation comedy (sitcom), television or radio drama, nature program, interview, travelogue, television commercial, cartoon, web page, CD-ROM dictionary, interactive software, multi-` media text, blog, database.

forms of oral texts. Examples include: greeting, conversation, question, statement, exclamation, instructions, directions, poem, rhyme, song, rap, story, anecdote, announcement, news broadcast, interview, oral presentation, speech, recitation, debate, report, role play, drama.

forms of writing. Examples include: story or other narrative piece, anecdote, commentary, critical review, description, instructions or procedures, recount (personal or informational), transcription of an interview, announcement, argument, position paper, essay, research report, television or radio script, editorial, speech, letter, minutes of a meeting, notes, jottings, poem, song text, dialogue, label, supported opinion, summary, cartoon caption, log, diary, memoir, journal, riddle, script for a commercial, advertisement, list, survey, word web, chart.

free verse. Poetry written without a regular metrical pattern. Free verse may be rhymed or unrhymed. A free-verse poem is based on natural rhythms of speech and free expression rather than on a predetermined form.

free writing. A technique that is used for developing possible content for a piece of writing and that involves recording thoughts, images, and ideas without restraint.

genres. The types or categories into which literary works are grouped. Examples include: novel, short story, essay, poetry, and drama. *See also* **forms of literary texts.**

graphic novel. A story in comic-strip form, published as a book.

graphic organizer. A visual framework (e.g., a Venn diagram, a word web, a flow chart) that helps students organize, analyse, synthesize, and assess information and ideas. *See also* under individual types of organizers.

graphophonics. The study of the relationships between the symbols and sounds of a language and the visual information on the page.

graphophonic cues. *See* **cueing systems.**

higher-order thinking. The process of mentally manipulating and transforming information and ideas in order to solve problems, acquire understanding, and discover new meaning. Higher-order thinking skills include: focusing, information gathering, combining facts and ideas, organizing, analysing, synthesizing, generalizing, integrating, explaining, hypothesizing, interpreting, evaluating, drawing conclusions.

homonym. A word that has the same spelling as another word but a different meaning (e.g., *ear*, meaning *the organ of hearing*, and *ear* [of corn], meaning *the seed-bearing head of a cereal plant*).

homophone. A word that has the same sound as another word but a different meaning and spelling (e.g., *seas/seize*; *pore/pour*).

hyperbole. A literary device in which exaggeration is used deliberately for effect or emphasis (e.g., *a flood of tears*, *piles of money*).

hyperlink. In an electronic document, a cross-reference or link to a web page or another electronic document. A hyperlink is usually a particular word, button, or graphic. When the user clicks on it, the new web page or document is displayed.

idiom. A group of words that, through usage, has taken on a special meaning different from the literal meaning (e.g., *Keep your shirt on!* or *It's raining cats and dogs.*).

imagery. Descriptions and figures of speech (e.g., metaphors, similes) used by writers to create vivid mental pictures in the mind of the reader. *See also* **figurative language, literary device.**

implicit meaning. Ideas and concepts that are present but stated indirectly. (*Compare* **explicit information and ideas.**)

inclusive language. Language that is equitable in its reference to people, thereby avoiding stereotypes and discriminatory assumptions (e.g., *police officer* includes both males and females, whereas *policeman* refers only to males). *See also* **non-discriminatory language.**

inferring. Drawing meaning from or reaching a conclusion using reasoning and evidence from a text, based on what the author states and implies in the text and what the reader brings to the text from his or her prior knowledge and experience.

informational text. *See* **forms of informational texts.**

irony. A meaning of words in context that differs from, and is often the opposite of, their literal meaning. *See also* **dramatic irony.**

jargon. Another term for **specialized language**, usually used pejoratively.

language pattern. A particular arrangement of words that helps the reader determine meaning by providing a certain level of predictability (e.g., inversion of subject and verb in interrogative sentences).

level of language. A style of language (e.g., formal, colloquial) appropriate to a specific purpose, audience, or situation. The style is determined by the degree of formality in a particular social situation, the relationship among the individuals involved in the communication, and the purpose of the interaction. Sometimes referred to as *register*.

listening and speaking skills. Skills that include: determining the purpose of listening; paying attention to the speaker or performer; following directions and instructions; recalling ideas accurately; responding appropriately to thoughts expressed; judging when it is appropriate to speak or ask questions; allowing others a turn to speak; speaking clearly and coherently; asking questions to clarify meaning or to obtain more information; responding with consideration for others' feelings; using and interpreting facial expressions, gestures, and body language appropriately.

literary device (also referred to as a **stylistic device**). A particular pattern of words, a figure of speech, or a technique used in literature to produce a specific effect. Examples include: rhyme, parallel structure, analogy, comparison, contrast, irony, foreshadowing, allusion, juxtaposition, simile, metaphor, personification, pun, hyperbole, oxymoron, symbolism. *See also* **figurative language, imagery.**

literary text. See **forms of literary texts.**

mass media. Means of communication aimed at a very large audience. Examples include: mass-market paperback books, television, movies, newspapers, magazines, the Internet.

media. The plural of *medium*. Means of communication, including audio, visual, audio-visual, print, and electronic means.

media conventions and techniques. The means of producing particular effects using voice, images, and sound to support the messages or themes in a text. Examples include the use of: colour, voice-over narration, animation, simulation, variations in camera angles or distance, fading in and out of sounds or images, hot links and navigation buttons on a website, live action, special effects, variations in volume, variations in speed or pace, motion, flashbacks, collages, dialogue, variations in size and type of lettering or size of images, sequencing of sounds and images, symbols, speech, music, background sounds, sound effects, dialects and accents, silence, narration, graphics, logos, props (e.g., costumes, furnishings), aspects of design and layout, credits, details of sponsorship, animation.

media literacy. An informed and critical understanding of the nature of the media, the techniques used by them, and the impact of these techniques. Also, the ability to understand and use the mass media in an active, critical way. *See also* **media literacy, five key concepts of.**

media literacy, five key concepts of. For the purposes of this document, the five key concepts of media literacy are:

1. All media are constructions.
2. The media contain beliefs and value messages.
3. Each person interprets messages differently.
4. The media have special interests (commercial, ideological, political).
5. Each medium has its own language, style, form, techniques, conventions, and aesthetics.

See also **media literacy.**

media text. A product that is communicated through a medium. *See also* **forms of media texts.**

medium. A communication vehicle such as radio, television, or the Internet. The plural is *media*.

mentor texts. Texts that are chosen and used intentionally/explicitly by the teacher to illustrate specific teaching points (e.g., voice, word choice, use of dialogue).

metacognition. The process of thinking about one's own thought processes. Metacognitive skills include the ability to monitor one's own learning.

mind map. A graphic representation of information that is intended to clarify meaning. In making a mind map, students summarize information from a text and organize it by listing, sorting, or sequencing it, or by linking information and/or ideas. Mind maps help students understand the relative importance of individual points and the way in which these points relate to one another.

mnemonics. Techniques for improving or supporting the memory (e.g., memory tricks that are used to help remember the spelling of a difficult word – Ice *is a noun and so is* practice).

modelling. A demonstration by the teacher of how to perform a task or use a strategy. Students copy the teacher in order to learn the modelled processes and skills. Modelling may include thinking aloud, to help students become aware of the processes and skills involved.

multimedia presentation. A single work that uses more than one medium to present information and/or ideas: for example, an oral report that includes a slide show, diagrams, and a video or audio clip.

non-discriminatory language. Language that conveys respect for all people and avoids stereotyping based on gender, race, religion, culture, social class, sexual orientation, ability, or age. *See also* **inclusive language.**

onomatopoeia. The use of a word having a sound that suggests its meaning (e.g., *splash, murmur, buzz, twitter*).

oral language structures. Verbal structures that are used in speaking. Examples include: conventional sentence structures (e.g., interrogative, exclamatory; simple, compound, complex); colloquial structures (e.g., one-word answers, verbless sentences); contractions; colloquial idioms.

oral text. See **forms of oral texts.**

organizational patterns of text. Ways in which texts are structured in different forms or genres of writing. Examples include: time order or chronological order (events presented in time sequence); comparison and contrast (an outline of similarities and differences); cause and effect (an outline of events or actions linked to their consequences); generalization (general statements supported by examples); combined/multiple orders (two or more organizational patterns used together: for example, comparison/contrast and cause/effect).

overall expectations. See **expectations.**

oxymoron. A combination of words with contradictory meanings, used deliberately for effect (e.g., *delicious torment, living death*).

paraphrase. A restatement of an idea or text in one's own words.

parenthetical referencing. A technique of citation in which an acknowledgement is placed in parentheses and inserted into a research essay wherever the writer has taken words, facts, or ideas from another source. Usually the author's last name and a page reference are used to identify the source. Each source cited in parenthetical references must have a corresponding entry in the list of **works cited**.

personal essay (also referred to as a *reflective essay*). An essay written in an informal style on a subject of personal interest to the writer. This type of writing usually presents the writer's own ideas or reflects aspects of the writer's personality.

phonemic awareness. The ability to hear, identify, and manipulate phonemes (the smallest units of spoken language) in spoken words.

phonics. Instruction that teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.

phonological awareness. The ability to focus on and manipulate units of language, including phonemes and larger spoken units such as syllables and words.

podcast. A digital recording of a broadcast, available on the Internet for downloading to a personal computer or audio player.

point of view. The position of the narrator in relation to the story; thus, the vantage point from which events are seen (e.g., the omniscient, the third-person, or the first-person point of view).

pragmatics. The study of how people choose what they say or write from the range of possibilities available in the language and the effect of those choices on listeners or readers. Pragmatics involves understanding how the context influences the way sentences convey information (e.g., the speaker/author/producer's choice of text form, text features, use of conventions, and presentation style affect how the listener, reader, or viewer will understand the text).

précis. A concise summary of the ideas in a text.

print and electronic resources. Information/reference materials in print or electronic media. Examples include: books (fiction and non-fiction), newspapers, magazines, encyclopaedias, reports, television programs, videos, CD-ROMs, computer graphics programs, word-processing programs, models for writing (e.g., stories or essays by published writers), style guides, databases, dictionaries, thesauri, spell-check programs.

prior knowledge. The background experience and knowledge that a student brings to classroom learning. Instruction builds on prior knowledge in order to introduce new learning. Since students come to school with a wide variety of prior knowledge, teachers need to be aware of their students' backgrounds in planning lessons.

product placement. The use of brand-name products in television programs, movies, games, and other media productions as a form of paid advertising.

proofreading. The careful reading of a final draft of written work to eliminate typographical errors and to correct errors in grammar, usage, spelling, and punctuation. *See also* **writing process.**

reader's notebook. A notebook in which individual students record observations and reflections about texts read and their reading process, as well as related diagrams, definitions, lists (e.g., "books read", "books to read"), explanations, descriptions, predictions, findings, and conclusions. The reader's notebook supports students' thinking about their reading and is a helpful tool for discussing their reading with the teacher and their peers.

readers' theatre. An instructional activity in which students: adopt the roles of different characters and of a narrator to read a text; or develop scripts based on familiar texts, practise their parts, and then present their rehearsed reading to others.

reading fluency. The ability to read with sufficient ease and accuracy to focus the reader's or listener's attention on the meaning and message of a text. Reading fluency involves not only the automatic identification of words but also qualities such as rhythm, intonation, and phrasing at the phrase, sentence, and text levels, as well as anticipation of what comes next in a text.

reading strategies. Approaches used before, during, and after reading to figure out unfamiliar words, determine meaning, and increase understanding of a text. Examples include comprehension strategies and word-solving strategies, including the use of cueing systems. Good readers use a combination of word-solving and comprehension strategies, while maintaining a focus on developing and deepening their understanding of a text. *See also* **comprehension strategies.**

report. An oral or written account or opinion formally expressed, based on the findings from an investigation or inquiry.

research. A systematic investigation involving the study of materials and sources in order to establish facts and seek out the truth. Such an investigation generally has the following stages: selecting a topic, narrowing the focus, locating appropriate resources, gathering information, analysing material and forming conclusions, presenting the information in written and/or oral form, and documenting the sources of information and ideas.

revising. The process of making major changes to the content, structure, and wording of a draft to improve the organization of ideas, eliminate awkward phrasing, correct errors, and generally ensure that the writing is clear, coherent, and correct. *See also* **writing process.**

rhetorical devices and techniques. Elements of style used in speech or writing to achieve special effects, usually in order to persuade, interest, or impress an audience (e.g., rhythm, repetition, rhetorical question, emphasis, balance, dramatic pause).

rhetorical question. A question asked not for information but for dramatic effect. The answer may be self-evident (*Why should I care what they think?*) or immediately provided by the questioner (*What should be done? Well, first we should…*).

role playing. A dramatic technique in which participants act the part of another character, usually in order to explore the character's thoughts, feelings, and values.

run-on sentence. A sentence error in which two or more sentences are run together and punctuated as one, or a series of main clauses are not separated by the required conjunctions or punctuation.

scaffolding. Instruction that helps students build on their prior knowledge and experiences in order to reach higher levels of learning and proficiency. Teachers provide temporary support until students develop the ability to apply newly learned skills and knowledge independently.

semantic cues. See **cueing systems.**

slang. Very informal language patterns or vocabulary used by particular groups, or in special contexts, or to reflect trends.

sound devices. Literary techniques in which words are selected for the sounds they make (e.g., rhyme, assonance, consonance, alliteration, and onomatopoeia).

specialized language. Words and phrases that have a particular meaning because of the context in which they are used (e.g., cinematic terms such as *close-up* or *fade out* used in a film review). *See also* **technical language.**

specific expectations. See **expectations.**

standard Canadian English. Oral and written English that follows accepted rules and practices of grammar, usage, spelling, and punctuation and that is used across a broad spectrum of Canadian society (e.g., in government, educational, medical, legal, science, business, and media communications).

stereotype. An image of a particular type of person or thing that has become fixed through being widely held. Stereotypes are usually conventional, formulaic, and oversimplified.

story grammar. The structure and elements of narrative text. In Western cultures, story grammars have the following elements: setting (time, place); characters; the introduction of a problem or conflict; events (e.g., the reaction of the central character and his or her attempts to solve the problem); a resolution or conclusion; and a theme. A story map is a graphic organizer that traces the story grammar.

storyboard. A sequence of images used to plan a film, video, television program, or drama.

strands. The four major areas of language use into which the English curriculum is organized: Oral Communication, Reading and Literature Studies, Writing, and Media Studies.

student-teacher conference. A teacher's planned dialogue with an individual student about his or her learning. Conferences offer teachers opportunities to get to know their students' strengths and the challenges they face in relation to specific learning strands or expectations; to monitor their progress; and to plan future instruction based on identified needs and interests.

style. A manner of writing or speaking or performing. In a literary work, style usually refers to distinctive characteristics of the diction, figurative language, literary devices, language patterns, and sentence structures of the work.

stylistic device. See **literary device.**

summarizing. Stating the main points or facts of a text.

symbol. Something that stands for or represents an abstract idea.

synonym. A word that has the same or almost the same meaning as another word (e.g., *clean/pure*).

synopsis. A brief summary providing a general view of a topic, subject, or work.

syntactic cues. See **cueing systems.**

syntax. The predictable structure of a language and the ways in which words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., nouns, verbs, adjectives) and their functions (e.g., subject, object). *See also* **cueing systems.**

synthesis. A new whole that is formed when ideas and information are linked, combined, and/or integrated.

technical language. The terminology used in a discipline or understood by a trade, profession, or group of people (e.g., in metal working, the term *pig* means *a mould for casting metals*). *See also* **academic language, specialized language.**

template. A document with a predetermined form, included in most word-processing and presentation software (e.g., calendar, memo, and letter templates).

text. A means of communication that uses words, graphics, sounds, and/or images, in print, oral, visual, or electronic form, to present information and ideas to an audience.

text features. The physical or design characteristics of a text that clarify and/or give support to the meaning in the text (e.g., title, headings, subheadings, bold and italic fonts, illustrations). *See also* **conventions.**

text form. A category or type of text that has certain defining characteristics. The concept of text forms provides a way for readers and writers to think about the purpose of a text and its intended audience.

thesis statement. The statement in an essay that communicates the writer's main point and purpose. The thesis statement usually appears at the beginning of an essay.

tone. A manner of speaking, writing, or creating that reveals the speaker's, author's, or producer's attitude towards a subject and/or audience.

topic sentence. The sentence that expresses the central idea in a paragraph.

tree diagram. A graphic organizer that is used to classify a topic into groups and items (e.g., when summarizing or planning a report).

unity. Adequate interconnection and coherence among the parts of a work, achieved when the details relate clearly to the controlling idea of the work.

usage. The generally accepted ways in which language is used to communicate meaning (e.g., single negatives preferred to double negatives, as in *I don't see any reason,* rather than *I don't see no reason*).

vertical files. A collection of newspaper and magazine articles, photographs, maps, and pamphlets on specific topics.

voice. The style or character of a piece of writing conveyed through the author's use of vocabulary, sentence structure, imagery, rhythm, and other elements that contribute to the mood of the piece as a whole.

webcast. A broadcast or recording of an event on the World Wide Web.

web page. A page of information at a website. It may include text, graphics, and links to other web pages.

webquest. An inquiry in which most or all of the information gathered is drawn from the World Wide Web.

website. A collective term for all of the web pages at a particular site on the Web. A website can cover one topic or a variety of topics.

word pattern. The particular arrangement of the components in a group of words that have elements in common with respect to meaning, syntax, spelling, and/or sound (e.g., the formation of the past tense in a group of verbs by adding the suffix *-ed* to the verb root).

word-solving strategies. Any of a variety of semantic, syntactic, or graphophonic strategies that help students read a word. Examples include: decoding words; using knowledge of the structure or meaning of words to read unfamiliar words; combining knowledge of letter-sound relationships with clues from an illustration to predict the word.

word wall. A list of words, grouped alphabetically and prominently displayed in the classroom, that teachers use to help students become familiar with high-frequency words.

word web. A graphic presentation of words associated with a subject showing the relationships between or among ideas or information.

works cited (also referred to as *references* or *bibliography*). An organized list of all the sources used in preparing a research essay (e.g., books, articles, interviews, websites, CD-ROMs). An annotated bibliography includes a brief description or assessment of each source. *See also* **parenthetical referencing.**

writer's notebook. A notebook in which individual students record notes, lists, drafts, observations, strategies, information, and ideas to support their writing development. The writer's notebook is personal – a place where students capture moments and scenes that they want to remember and outline strategies that will help them develop as writers.

writing process. The process involved in producing a polished piece of writing. The writing process comprises several stages, each of which focuses on specific tasks. The main stages of the writing process are: planning for writing, drafting, revising, editing, proofreading, and publishing.

writing skills. The skills needed to produce clear and effective writing. Writing skills include: organizing and developing ideas logically; identifying the level of language appropriate to the purpose for writing and the audience being addressed; choosing the form of writing appropriate to the purpose for writing; choosing words, phrases, and structures that are both appropriate for the context and effective in conveying one's message; using language structures and patterns correctly; using correct grammar, spelling, and punctuation; attending to style, tone, and point of view; showing awareness of the audience; revising to improve the development and organization of ideas; editing to improve style and to correct errors in grammar, spelling, and punctuation.

zine. A word, derived from *magazine*, that denotes an inexpensively produced, self-published publication. An *e-zine* is a zine that is published electronically, especially on the Internet.

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